THE Debater's MAGAZINE

A Quarterly Journal of Debate and Speech Activities

March, 1946

ARTICLES: Speech in the Extra-Curricular Program, Arthur E. Secord and Ruth H. Thomas

PUBLIC ADDRESS: W. Norwood Brigance

WHAT'S WRONG WITH DEBATE QUESTIONS? Robert T. Oliver

SOME UNFAMILIAR STRATEGY: George McCoy Musgrave

SPECIMEN DEBATE: Anti-Strike Legislation, A Round Table Radio Discussion, University of Cincinnati and Denison University

SPECIMEN ORATION: They Are Not Mind Readers, R. W. Eckert, William Jewell College

THE COLLEGE QUESTION: International Trade, Bernard L. Hyink
The Free Trade Fallacy, Arthur Besse

THE HIGH SCHOOL DIVISION: The New Debate Subjects, Comments on the Military Training Arguments

RADIO AND ORATORY DIVISIONS; Editorials and Comment; Tournament News and Personals

INTRODUCING: SPEECH PERSONALITIES

VOL. II No. I

THE NICHOLS PUBLISHING HOUSE, REDLANDS, CALIFORNIA

VARTISY DEBATE RESEARCHERS
MARQUETTE UNIVERSITY
SCHOOL OF SPEECH
625 NORTH 15th SUREET
MILWAUKEE, WISCONSIN

AN OPEN LETTER TO HIGH SCHOOL DEBATE COACHES

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Cordially,

VARSITY DEBATE RESEARCHERS
625 North 15th Street
Milwaukee 3, Wisconsin

The DEBATER'S MAGAZINE

A QUARTERLY PUBLICATION DEVOTED TO THE INTERESTS OF DEBATE AND SPEECH ACTIVITIES IN HIGH SCHOOLS, JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES

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DEBATING AT BATES COLLEGE (See Special Feature Division)

Speech in the Extra Curriculum Program

By Arthur E. Secord
Brooklyn College

By Ruth H. Thomas
Passaic, New Jersey, Public Schools

Reprinted by permission from The Bulletin of The National Association of Secondary School Principals, November 1945.

Whenever educators talk about extracurriculum activities of any kind, discussion all too frequently degenerates into the topic of eliminating competition from the educational field. The word "degenerates" is used advisedly because competition is so much a key part of our educational picture that the elimination of it would be both impractical and impossible.

When the question is asked and one student knows the answer while another does not, we have competition; and this involves rewards. The nod of the teacher's head is a reward for the student who knew and the student who did not know has been defeated.

In the field of speech today, many are asking for festivals or conferences in the place of contests. It is their belief that by this change competition will be removed and all of the alleged evils of contests will disappear. These people assume that competition is the seat of all evil and that by removing it Utopia will be achieved. Let us look at an example. One-act play festivals have replaced one-act play contests in many areas. The plays are presented and instead of choosing a winner, competent critics evaluate the work of all. The performances are catalogued as "good" or "bad," or as "excellent," "superior," "good," "average," or "inferior." Sometimes the performances are not even rated but comments, oral or written, are given to the individual actors. All of this is good but has competition been removed? The only possible answer is no! Two plays receive the rating of "excellent." This is the same as declaring a tie for first place since each was competing against the standard. Eliminate the rating and there will still be the desire to show to advantage among the other performances. Competition is so fundamental as to be unavoidable. But it goes much deeper than this. How were the students who attended the festival selected? When two or more high-school students want one part in one play which is to be given once in one festival, "brotherly love" or "sweetness and light" will not solve the problem. It is a situation which can be solved only by competition. The director must either toss a coin (that form of competition in which the responsible authorities refuse to exercise judgment), or determine a winner by the application of professional standards and, by a contest, choose the student who wins the part and goes to the festival.

Emulation has been, and will continue to be, the drive behind all sound educational programs. Only under conditions of regimentation, usually military in nature, have calisthenics successfully done the work of a well-integrated, competitive program of physical education.

In every branch of business, industry, government, and the professions we find competition maintaining standards, stepping up production, putting community drives "over the top," choosing leaders and making life better for all of us because of its existence. Removing competition from the schools of this country will only result in making those schools graduate their stutents less prepared to meet those problems which are inevitable. Three quotations from Roy Bedichek, manager of the Texas Interscholastic League, and defender of contests in *School Activities* magazine, should clarify this:

> We know that competitions involve the emotions; and we know that there is no other way to teach emotional control and inculcate the habit of emotional control in competitive situations save and except in artificially set-up competitive situations. If there is another way we should like to hear of it. Emotions cannot be disciplined in situations in which the emotions are not engaged. Emotions must be aroused if we are to deal with them in any way whatever in our instructive scapacity. . . . .
>
> Among practical pedagogues down the line from the Homeric Greeks to the modern schoolroom, from the first educational theorists to the last, in the writings of the greatest philosophers and psychologists, among the more successful practitioners as well as among the thinkers who really count for anything, the appeal to rivalry or emulation has been either accepted as a legitimate device or tolerated as a necessary evil. . . . .
>
> For better or for worse, we are western. Individuals here and there in our western world prefer the religion of escape to the strenuous life, the peace of resignation to joys of struggle; but we are discussing here a system of education in a land which is the frontier of western civilization, under a state which is the tool of probably the most highly competitive society the world has ever known.

History

The speech program was originally introduced to the schools of the United States at the extracurriculum level. Debating societies seem to have been the earliest activities in most colleges and universities. In the high schools, oratory and the delivery of oratorical declamations preceded debate in many areas. While no set pattern was followed in the several states, a resume of the history of speech contest work in Michigan should be of interest from a historical point of view. It is probably representative.

The Michigan High School Oratorical Association was organized in 1896 and was sponsored after 1914, by the State Department of Agriculture. It conducted contests in original oratory and oratorical declamation. In 1916, the Extension Service of the University of Michigan organized the Michigan High School Debating League.

The contest picture was completed in 1926 with the organization of the Michigan High School Extempore Speaking League by Carroll Lahman of the Western Michigan College of Kalamazoo. At this time the extracurriculum speech picture in the state was both complete and confused. Any high school, to participate in a full program of speech contests, had to join three separate organizations and work through a season of conflicting schedudes and promotional interests. Each organization was well-managed and sincere, but the confusion was fundamental.

In 1932 the Oratorical Association and Extempore Speaking League were combined and the following year these two united with the Debate League to form the Michigan High School Forensic Association, the management of which was placed with the extension service of the state university. To permit a closer co-operation among interested groups of educators, a State Forensic Council was established. This council consisted of two representatives from each of three organizations: the Michigan Association of Teachers of Speech, the Michigan Conference of City Superintendents, and the Michigan Secondary-School Association. During the past year, two representatives have been added from the forensic coaches of the state.

This historical development is marked by two distinct trends. The first is a reduction in the number of sponsoring institutions and organizations, and the second is a closer co-operation between these sponsors and responsible school officials. Both trends have contributed to an increase in the educational value of speech contest work. They have assisted the speech people in making their maximum contribution under a minimum of friction with the other programs of the school.

One of the chief forces which led to the trends mentioned above was the commercial sponsorship of interscholastic competitions. Once speech contests were well established, they became fair game for any group or organization which desired either publicity, or the making of an honest contribution to student training in speech or to Americanism in general. Every type of speech contest was tried. Debate, discussion, oratory, and extempore speaking were the most popular. The contests ranged from those strictly within one city to state-wide and national competitions. The sponsors covered many types including patriotic, civic, and commercial organizations. Prizes ran as high as thousands of dollars for individual winners. The vast majority of these speech events were conducted with no assistance from trained speech people. The standards of judging were from one to three generations behind the times, and some of the instructions given judges actually penalized effective modern speaking. Even if the contests had been well administered some action would have been necessary because no school could possibly participate in *all* of them and still hold classes. In the majority of states today the high-school principals and the speech teachers are working together to secure and maintain a conservative, responsible, and effective contest program.

The work of the National University Extension Association in speech contests has been constructive. It is little appreciated and even little understood in many circles. The first high-school debate which determined anything like a national championship took place in 1928 when Suffolk High School, whose debaters had won the championship of Virginia, and Hartshorne High School, whose debaters were champions of Oklahoma, met before the National House of Representatives in Washington, D. C. This debate led Professor Ted Beaird of the University of Oklahoma Extension Division to see the possibilities of a nation-wide annual high-school debate tournament. He presented the idea to the NUEA and was promptly made chairman of a committee to supervise the tournament. After several years the National Forensic League was organized to take it over and the tournament was enlarged to include other speech events. The NUEA continues to play an important role in the program by assisting in the selection of the national high-school debate topic and by printing an annual *Debate Handbook* on the question which is selected. This work is done by the NUEA Committee on Debate Materials and Interstate Co-operation. Harold G. Ingham, of the Extension Service of the University of Kansas, is chairman.

One of the most wholesome signs that speech contest work has become an integral part of the educational picture is the entry into the speech contest field of a nationally recognized high-school magazine. Scholastic Publications, which for years have been outstanding for their services to high schools, published *The Scholastic Debater* quarterly last year as an experiment. This year the magazine will be published monthly from September through April as *The Scholastic Speaker and Debater*. It is being co-sponsored by the NUEA and the National Forensic League. The magazine will carry materials and items of interest to speech contest people. While the chief emphasis will be on debate, other types of speech contests will receive attention. Since the magazine will be distributed as an insert in the "Teachers' " edition, it will be free of charge to all schools already receiving that edition. Directors of forensics have been bombarded by so many "service" publications, good and bad, that a nationally recognized one which is not fundamentally a money-making scheme is more than welcome.

Administration

One of the perennial problems in the administration of any program of competition is the selection of "top management." In the centralization of sponsorship of speech contests some states have acted unwisely by placing all competitions under one organization with one person responsible for all. There are three main groups involved in interscholastic competition: speech, athletics, and music. By their very nature it would be unusual to find one man who is well informed in any two let alone all three of them. When one man is to direct all three the most natural selection is the athletic manager because his activities involve more schools and more students than either of the other two. Speech and music

(and the educational process) have suffered in several states where this experiment has been tried. In every instance where such a telescoping has worked successfully it is a tribute to the man who is heading the program rather than an endorsement of the system. Each of these activities must be in charge of a person who is conversant with the problems and educational philosophies of that specific technique.

Contests

The number and types of speech contests vary from state to state and from year to year. The NFL conducts contests in debate, original oratory, oratorical declamation, humorous declamation, dramatic declamation, and extempore speaking. It also sponsors the National Student Congress. Many states conduct all of these contests, some hold competitions in a limited number of them while others hold some of these and others. An example of the latter is the Iowa High School Forensic League which has contests in interpretative reading and radio speaking as well as debate and discussion, extempore speaking, and original oratory. A list of all of the contests which are held in one or more states in this country would be more impressive than valuable. Some specific comments about the problems and development of some of the more popular events should be enlightening.

Debate

Debate is probably the most popular of all the extra-curriculum speech activities. This popularity is accounted for in part by the fact that debate has additional values for the participant because it is a team proposition. Debate and dramatics stand alone in this respect in the speech field. All others are based upon individual performance. Every state in the Union has adopted the two-man team in place of the three-man team which was used originally. Time limits vary but not widely. Most high-school debates have constructive speeches from eight to ten minutes in length with rebuttals from three to five minutes. Some states have done experimental work with single-rebuttal debates, the Oregon plan and variations of this cross-examination type of debate. Audience participation through an open forum has been tried in several instances. These new types have been tried in both non-decision and decision debates. This constructive attitude on the part of the directors is one of the chief guarantees of the future of debate as an educational technique. Whatever changes are needed to keep abreast of the times, these will be made.

During the past fifteen years there has been a real revolution in the type of speaking used in high-school debates. As late as the "twenties" the average high-school debate was a declamation contest (the constructive speeches) followed by a debate (the rebuttals). All constructive speeches were memorizzed. The better teams merely used a bit of initial rebuttal and perhaps a few words of adaptation injected occasionally in the speech. The "revolution" has been a change to extempore speaking in the constructive speeches. The debate now starts with the first negative constructive speech. Obviously, the first affirmative must be prepared and cannot adapt to anything in the debate. After that, the team that is speaking extempore has an enormous advantage. It quickly outmaneuvers opponents who use prepared speeches and it was the consistent winning of this type of speaking that led to such wide-spread adoption of this style of speaking in debate. It is is still not used exclusively but indications are that it soon will be. The casual reader must not interpret this as meaning that debaters are giving unprepared speeches. The speaking is "extempore" not "impromptu." The material used in the constructive speeches is carefully worked out but the final wording, and even the final organization is done during the debate. This permits the material to be directed against the arguments which the opposition has already used rather than against what it was believed they *might* use. Debate has come a long way and it is now distinctly modern.

Oratory

Oratory may be defined as that branch of formal public speaking which arises from great convictions. When high-school orators observe this definition their work is usually good, when they ignore it their orations are frequently inferior. For example, when a farm boy writes an oration about some phase of the Federal farm program which is within his grasp; when a negro student writes an oration entitled, "On Being Black;" when any thoughtful high-school student writes an oration concerning juvenile delinquency; those are orations. They come from the heart and emotions are involved. Artificiality disappears and genuine communication takes place. Compare these efforts with the orations written for specific oratorical contests on such subjects as "Thomas Jefferson" or "The Constitution." The subjects are excellent but not as topics for orations for high-school students. More and more these orations are reflecting the hopes, disappointments, dreams, and ambitions of the students who write and deliver them. By this change the speech teachers have once more made a constructive contribution to the thinking of their students.

Declamation

In the United States three types of declamation contest are recognized. They are oratorical, humorous, and dramatic.

Oratorical declamation is the delivery of a speech, from memory, which was originally written (and probably delivered) by some other person. One of the serious problems in this event has been the discovery of fresh and worthwhile material. In 1922 an oratorical declamation contest was held in Michigan in which, of the ten speakers, eight gave "Spartacus to the Gladiators" and the other two gave the "Call to Arms." While this was probably not typical it is indicative of a condition which needed attention. In current contests many modern speeches are heard. Some of the better orations written by college and university students for their contests are also being used.

The contest has been attacked on the ground that it is not original and, therefore, not creative in character.

In many states participation in oratorical declamation is limited to freshmen and sophomores. At this level it has much merit since it permits a student to gain confidence by the delivery of a memorized speech before an audience. Many an outstanding debater, orator, or extempore speaker received his first encouragement by taking part in a declamation contest.

Humorous declamation is the delivery, from memory, of a humorous selection written by someone else. Dramatic declamation is the same type of contest except that the material is dramatic in nature. There is a tendency, which is increasing, to use material from good works of literature, cuttings from novels, plays, short stories, or essays, rather than the tear-jerking alliterative grist which has been laboriously ground out for the "trade." Only by continuing to use this good material can these competitions be defended.

Extempore Speaking

Of all the standard events, extempore speaking is the most recent development in the speech contest field. There are many ways in which the contests are conducted. In general they have two things in common. They are based upon wide reading and the specific speech is prepared within a relatively short period of time, just before the contest. This period of time rarely exceeds an hour. The topic upon which a contestant is to speak is drawn by lot from a large number of topics. Sometimes the speaker is permitted to draw two or three topics and take his choice. The topics are selected from specified reading sources. These sources vary widely in the several states. Two examples will illustrate. In the Iowa High School Forensic League they are to be taken from the daily press issues for the three months preceding the contest. In the Michigan High School Forensic Association they are taken from topics which have been discussed in *News Week* and *Time* magazines during the three-month period preceding the contest. Although the examples given seem quite different it is obvious that the topics in the two states would be substantially alike. Speeches vary in length in the several states, ranging from five to eight minutes. In some instances a minimum, as well as a maximum, time is set and a speaker is penalized if he violates either limit. In other states the contestants question each other after the speech and the questions and answers are judged as part of the contest. In Wisconsin the judges question each speaker. Extempore speaking ranks with debate as a developer of real communication.

Other Contests

A canvass of the nation would reveal many more competitions which are in use in a limited number of states. Among these are one-act play contests and festivals, interpretative reading contests, radio speaking contests and others. Some of these may develop a popularity until they replace standard events of today. Radio speaking would appear to have much to recommend it as a modern activity.

Other Extracurriculum Speech Activities

The speech people of the country have demonstrated both initiative and originality in their community service programs. These are so varied that a complete discussion is impossible. Two will illustrate the point. One is the presentation of programs before religious, social, civic, patriotic, and educational groups in the community. These are usually varied in nature, depending upon the time permitted. They include the delivery of contest numbers from the various individual events, one-act plays, debates, and discussions. In some instances variety is achieved by including musical numbers. The entertained organization, in most instances, pays transportation costs. This is an ideal medium for selling the school to the community and, when properly managed, it is a constructive addition to an educational program.

The second example is the Speakers' Bureaus which were organized in many high schools to function during the war emergency. They furnished high-school students as speakers for civilian defense programs, bond sale drives, salvage drives, and other emergency efforts. Several of the state forensic organizations awarded Certificates of Merit to students who participated in these programs.

In a few isolated instances, and with completely patriotic motives, some schools have discarded their regular speech contest programs and have substituted these Speakers' Bureaus, with unfortunate results. The backbone of these bureaus is the group of talented students who have been developed by the contest program, particularly the debaters. When the program which developed the speakers in the first place has been abandoned the school is in reality "grinding seed corn." After one year the program deteriorates. Any extracurriculum speech program, to be effective, must have balance, must be administered with sound judgment, and must always be integrated with the total educational picture in the community.

Judging

Many of the often repeated criticisms of the speech contest program are, in the final analysis, only criticisms of the standards of judging which are being used in that area. Edward Palzer, of Malad City, Idaho, suggests that a weakness of many speech contests is that the student is encouraged to make isolated speech skills "stick out" so the judges will give him an excellent rating on these, then add them up as in arithmetic. The result places a premium on negative virtues. Palzer is criticising the standards of judging in use in that area, not speech contests. There is an unavoidable tendency to coach that which meets approval. By this device the judges unavoidably dictate the type of speech performance which will be found in a given area. A perfect example of this is the adoption of the extempore style of speaking in high-school debating. It began in the middle west. Judges voted for the teams which used it. The other coaches shouted long, and loud that their debaters "were more fluent," "sounded better organized," and "gave *constructive* speeches." The judges continued to vote for the extempore style, other things being equal. The next year (or two years later) the defeated team was using the extempore style.

One of the reasons for judging occasionally being "behind the times" is that for this function we frequently call upon outstanding performers from the preceding generation. It is only natural for them to vote according to the standards which were in vogue when they were winning. Every speech teacher knows individuals who, although advanced in years, are completely modern in their point of view of speech. Nevertheless, this tendency of judging to be one generation behind the performance and the responsibility of judging to be one generation ahead is worthy of our serious consideration when contemplating a criticism of speech contest work. One other factor should always be kept in mind. It is easy to look upon our performers as good and the winners as inferior, even when the judging has been well done.

Conclusion

Under ideal conditions the extracurriculum program would exist along with a complete curriculum program of speech. It would represent an opportunity for the talented speech student to gain additional training. It would resemble the extracurriculum athletic program in a school which had an adequate physical education and a sound intramural program.

The directors of extracurriculum speech work are the connecting link between an educational discipline and community service; between speech work and one of the strongest vocational influences in the high-school picture; upon whose sound judgment and hard work depend the continuation and growth of training in one of the most modern as well as one of the most fundamental of the educational techniques; namely, speech.

Public Address

By W. Norwood Brigance

Reprinted from *College English*, October 1945

W. Norwood Brigance

Wabash College; editor, Quarterly Journal of Speech; editor, A History and Criticism of American Public Address (1943); President, Speech Association of America (1946).

Within the limits of twenty minutes I am to consider the problem of teaching public address. If I elaborate the likenesses between the teaching of public address and composition, the twenty minutes will be gone, and I will have done nothing but emphasize things that you know already: namely, that there are fundamental likenesses between a speech and an essay, between the spoken word and the written, between problems of teaching what we term "speech" and what you call "composition." Therefore, I shall assume that you know the similarity, and I shall try to clarify certain significant differences.

Next, may I remind that you in using broad, swift strokes there is danger in places of stating only approximate truth rather than exact truth, since quick statements can present only gross tendencies, not refined exactness. Under these limitations, which I trust you will allow as being inevitable, I proceed to the problem.

I

First, public address in a democracy has a definite purpose—a purpose that has slowly evolved through the centuries—and if a classroom teaching of public address is to be really effective, it must reflect that purpose.

What is this purpose of public address in a democracy? You know there must be *some* purpose apart from that of the written word, or you English teachers would not be here—hundreds of miles from home—listening to me. You would not be here at all. Instead, you would have remained at home, we should have written what we have to say, and in due time you would read it in your magazines. For that matter, the American people would not have turned on their radios a little while back to hear Franklin D. Roosevelt and Thomas E. Dewey discuss campaign issues on the eve of the presidential election. Indeed, those gentlemen would not have spoken at all. They simply would have delivered their manuscripts to the press, and we all should have read them next morning in the newspapers.

Of course, I know that scholarly introverts like to persuade themselves that public speaking has no worthy purpose which could not better be served by writing. A gentleman named Plato, a scholarly introvert of some eminence, now deceased, so felt. More recently, Dorothy

Canfield Fisher persuaded herself to the same view. But these people, for all their other splendid virtues, have missed the heartbeat of democracy. They have failed to sense that a democracy is not maintained by developing identical convictions among its citizens but is rather maintained by developing common sentiments and common enthusiasms. These sentiments and enthusiasms are not developed alone by the reading of essays. They are also acquired by contagion, by the assembling of crowds —their meeting together, their listening together, their applauding together. Without this instrument of sharing impulses, democracy could have been neither watered nor cultivated.

This, then, is one of the purposes of public address in a democracy: to cultivate enthusiasms and sentiments that cannot be developed among people while they are separated as individuals.

Next, through the centuries public address has evolved as an instrument to cultivate ideas, provoke thought, and offer up-to-date information on *immediate* problems. It is an instrument for arousing action *today and tomorrow*.

Public speaking is inherently more concerned with the time, the day and hour, than is writing. Consider, for example, the magazine of which I am editor. It takes sixty days to get its copy through the press. I mean that it takes sixty days for the mechanics of printing, proofreading, and indexing. Before that period begins, there is the earlier process of reading manuscripts, selecting those finally to be published, corresponding with the authors regarding minor changes or major re-writings, and the usual editorial processing of copy for the printers. From the time an author finishes a manuscript until its contents appear in print, there is required a minimum of 100 days and an average of 200 days. But a 100-day-old speech on any current issue is already out of focus, and a 200-day-old speech is out of date.

That is why a 10-year-old speech is usually not worth reading unless it is a spoken essay of the variety like Lincoln's Gettysburg Address rather than a real speech-like speech. Lamb's essays you can still read today with profit, but there is only historical interest in reading Gladstone's speeches of 1885 on the budget. The budget problems of that day are dead and gone. It is the budget of 1946 that now concerns us. Each year or month brings new aspects of old problems, and perhaps even new problems, and the public speaker's assignment is to discuss these new aspects as they are revealed in the light of this day and this moment.

In performing this role the speaker becomes one of the makers of history to a greater degree than does the writer. It is not that the speaker is superior: it is rather that his function is to a large degree different. One of the very important purposes of writing is to record and preserve for posterity. The speaker, on the other hand, is to a greater extent concerned with the making of history.

Stated another way, "not only is history written with words. It is made with words. Most of the mighty movements affecting the destiny of the American nation have gathered strength in obscure places from the talk of nameless men, and gained final momentum from leaders who could state in common words the needs and hopes of common people. Great movements, in fact, are usually led by men of action who are also men of words, who use words as instruments of power, who voice their aims in words of historic simplicity." When Winston Churchill said, "I have nothing to offer but blood, toil, tears, and sweat," he was not stating the acceptance of defeat, as the naked written statement might imply. He was, in fact, arousing a defeated nation to fight on. And his speeches became one of the resources of the British Empire, along with its guns and planes and ships, which enabled that nation to resist in that dark year when it stood alone without the aid of Russia or America.

"Literature in times of crisis becomes the words of men of action, of men who understand the power of words as weapons of warfare. The poets come afterward." I present the reluctant testimony of one Adolf Hitler on how effective were the words of these men of action a quarter-century ago. Referring to it as propaganda, he wrote in *Mein Kampf*: "In the beginning it sounded crazy and impudent. Later it was no more than unpleasant; and finally it was believed. After 4½ years a revolution broke out in Germany whose slogans came from the enemy's war propaganda."

These, then, are the modes and purposes of public address. The teacher who does not understand how they have been evolved or how they operate in contemporary society to develop common sentiments and enthusiasms, as well as to inform and provoke thought on immediate aspects of constantly changing problems—such a teacher cannot become an effective teacher of public address. He may teach students to write essays, and very excellent essays at that; but these essays will not be speeches, the students will not become speakers, and both are likely to regard the process as some necessary evil imposed upon them from without.

II

The next problem peculiar to a course in public address is that of teaching students to *earn the right to speak*. Everyone knows that there is too much public speaking in this country and that very much of it is bad. The purpose, therefore, of teaching people to talk in public should not be to increase the amount of speaking but to reduce the amount by improving the quality; and only the speaker who has earned the right to consume the time of an audience can be expected to have something worth while to say. If one writes poor stuff, an editor can refuse to publish it; or, if it be for a class in English composition, the teacher can mark it *F*. But if a man talks poor stuff, he has wasted the time of the audience, be it a public audience or a class. This is not an individual matter; it has social consequences.

This brings us to the next fundamental difference between the spoken word and the written. The writer's audience is never assembled at one place or one time. The speaker, on the other hand, meets a relatively ho-

mogeneous group at a *specific time and place* and considers the immediate and pressing aspects of a problem or situation or distributes information of a special interest and value to that particular group at that particular time.

Therefore, when you plan a speech, you *start with* the audience. What are its problems? Why has it met? What is its age level, its intelligence level, its educational level, its mental patterns, its professional interest, its mood (you do not talk to students at a football rally as you would to the same students on their graduation day; there is a difference in mood)? In practice, perhaps the first thing a student must learn is that he cannot declaim an essay or magazine article under the disguise of a speech. I have had students — and what teacher of speech has not? — seize an article in *Reader's Digest*, swallow it undigested, and attempt to declaim it in class. The declamation, of course, is always a failure, and the disillusioned student learns that not even a good article always makes a passing grade as a speech. The typical *Reader's Digest* article, to continue with our illustration, is written for its reading audience of four million persons, an audience with a broad and vague educational level, scattered over the entire United States as well as other parts of the world, an audience that may read the article this week or next month. The speech, in contrast, is given *this morning* to twenty-year-old students who have already heard two speeches on the same general subject during the last ten days, and it is given by a student who obviously knows nothing whatsoever about that subject except what he had read in that one magazine. In other words, he not only has not focused the speech on the audience; he has not earned the right to speak on that subject.

Here is a student, let us assume, who wants to talk on social security. He comes in for an interview, and these are some of the questions the experienced teacher of speech will ask: What do you already know about social security? Have you, for example, studied the Beveridge Plan for social security in postwar England? Have you made a comprehensive study of the American social security law? Or have you even had a course in economics that would enable you to understand the foundations and assumptions on which these plans are supposed to be premised? Well, no; this student has done none of these things. Then he should not talk about social security; so the instructor begins the search for fields in which the student can earn the right to speak within a reasonable time allotment. What is his major subject? Psychology. Then he had better talk about what psychologists have discovered on the study habits of college students.

At this point the student is likely to be aroused in painful surprise. "But I don't know anything about the psychology of study habits!" he protests. And you reply, "There are one hundred thousand volumes in the library, and some of them will have material on that subject." The student's next question will be inevitable: "But how can I find them?"

Now we get down to the basic procedures. Before any student can earn the right to speak, he must know how to gather facts; how to test them for accuracy, bias, or other common distortions; how to sift, check, and double-check from different sources. In other words, he must know how to *process* raw material—fact and alleged fact, discrepancies and biases, misrepresentation and bald falsehood—into refined and filtered form. Raw facts are very much like raw mineral ore; they are not of much value until they have been refined and processed for human use. No course in public address can progress very far unless students are held to a strict accountability for their skill, conscientious judgment, and sense of responsibility in processing facts and ideas.

Only after the processing is finished can the speaker approach the problem of organizing and outlining his ideas — a problem with which you are familiar and which I need not discuss.

III

Finally, I suppose a word should be said on that neglected and misunderstood thing, "delivery." I have known men to speak of it in contemptuous tones, as though it were beneath the dignity of human spirit to be concerned with it. Even so eminent a person as Burgess Johnson, of Union College, has attempted to teach delivery, or at least to have it taught by others in his department, "by requiring students to read aloud . . . their own writings and to be conscious at all times of the necessity of good diction, good address, and habits of speech." Professor Johnson has more faith than I, and possibly less experience. The assumption that people can acquire good delivery by being "conscious" of these things would be not unlike having gunnery taught in the Army and Navy by requiring gunners to be "conscious at all times of the necessity of careful aiming, accurate firing, and precise habits of gunnery." They are noble ideals, but they are not enough.

The truth is that there is no such thing as "delivery." I can deliver a book, a pencil, a loaf of bread, but I cannot deliver a speech. I must translate it through seven media. These media are as follows:

1. I start with a *thought* in my mind.
2. That thought is translated into a *neurogram* in my brain and nervous system.
3. This neurogram, in turn, is translated into *muscular movements* in my body.
4. These muscular movements produce *sound waves*, that travel invisibly through the air.
5. These sound waves *strike the listeners' ear drums* and produce a mechanical action in the bones of the middle ear and in the fluid of the inner ear.
6. The mechanical action stimulates the nerve ends of the ear and creates a *neurogram* in the listeners' ears.
7. The neurogram produces a *thought* in the mind of each listener—a thought that, God willing and nothing interfering, may closely approximate the thought that was originally in my mind.

Now let us list some of the things that may interfere with this process of translation that we so glibly miscall "delivery":

1. The speaker may not have energy and resonance enough to be heard by the audience. This is not to be cured by "talking louder" but by (*a*) *developing the speech muscles* and (*b*) *learning how* to produce adequate resonance.

2. The speaker may have poor rhythm and a faulty sense of word grouping that throws the listener off the track.

3. The speaker may never have learned how to form or project the low vowels of the English language, with the result that words containing low vowels, such as grand, my, house, calm, and all, may never actually be pronounced at all—but uttered only in some misshapen form. Lest you think this is an extreme statement, may I say that more than half the American people never have made and cannot make these sounds so as to be always distinguishable.

4. The speaker is very likely to be among that 50 per cent who cannot make all of the hundred-odd combinations of two consonants in the English language that are required for definite understandability.

5. The speaker may be one of the 90 per cent of Americans who cannot make even half of the fifty-eight combinations of three or more consonants that appear in the English language and whose utterance is necessary for distinct understanding of the sounds concerned. (I wonder how many teachers can pronounce *asked, aptly,* and *lists?*)

These are not mere academic matters. Nasality, for example, which affects approximately 85 per cent of the people of the Middle West, results in reducing comprehension of what the speaker says to about 85 per cent of the comprehension acquired by the nonnasal speaker. Most of the items listed above will probably have even a greater effect on how much the listener actually understands of what the speaker says.

Finally, we come to the question of so-called vocal emphasis, variety, and inflection. It is self-satisfying to the armchair pedagogue to say that the *way* a speaker talks is not important, that the only thing which counts is *what he says*. But experimental research shows otherwise. For example, it is now definitely known that the speaker who talks in a monotone voice or with complete lack of emphasis, even though he be easily heard (a magnificent assumption!), will convey only about 40 per cent of the meaning of the speaker who has these attributes in a high degree. In other words, here are two speakers uttering exactly the same words. One man can speak those words so the audience will get approximately 75 per cent of the full thought he has in his own mind. Another speaker can utter those same words, and the audience will get less than 30 per cent. Delivery, then, is not merely important, it is a vital process in public address; and the teacher of that subject not only must know its importance but must be adequately trained in anatomy and acoustics.

These are some of the special problems in the teaching of public address. May they be not a discouragement to you, but a challenge.

What's Wrong With Debate Questions

By Robert T. Oliver, *Syracuse University*

Despite the general approval with the work of the National Debate Question Committee, there never is a debate topic selected without many—perhaps a large majority—feeling some degree of dissatisfaction with it. Probably no procedure could be devised to produce questions that satisfied everyone. However, since we do complain a good bit about our debate questions, it is well to look analytically at some of the presumed ills to see whether at least partial remedies may not be found.

The point would seem granted that the question is the single most important determinant of the quality of the debating. Every textbook on the subject has stressed the essentiality of selecting and phrasing a genuinely debatable topic. What is not so generally recognized is the fact that the nature of the question and the quality of the debates is dependent to a large degree upon the attitude toward debating that is held by the framers of the question and the debaters and debate directors. The nature of this attitude helps to determine the kind of topic to be debated and the manner of phrasing the question, as well as shaping the "strategy" of the clash. Several prevalent attitudes, not all of which are mutually exclusive, may be distinguished for examination.

1. Debate is a Competitive Game. With this attitude as a guide, every effort is made to select a question in which there is a perfect balance of two sharply antithetical alternative resolutions. The wording is an effort to eliminate every ambiguity, and to focus discussion upon one definite issue. However, as soon as the competitive-minded debaters get this question in their hands, their attention is directed to finding loop-holes in the phrasing, surprise interpretations, and unsuspected alternative solutions. When this attitude prevails, the whole procedure—both in the selection and phrasing of the question, and in the debating of it is much in the spirit of a gladiatorial contest.

2. Debate is Training in Logical Thinking. Obviously this attitude is incongruous in many ways with the first one. Perhaps it is more admirable. In my judgment, however, it does not professionally concern us as speech teachers. In the first place, insofar as students may be trained in logical thinking, the departments of philosophy are, and of right ought to be, primarily responsible for doing it. In the second place, I strongly doubt that it can be done. It is a truism that students rigidly trained in the scientific method do not carry it over from their courses in laboratory science to their social relationships. Logic is a useful tool in cer-

tain limited circumstances, but would hardly seem a suitable criterion by which to evaluate debate as a college activity.

3. Debate is a Means of Educating Students in Social, Political, and Economic Subjects. Probably all of us who have ever directed debate activities have secretly or frankly rejoiced in the opportunity to conduct special seminars in the subject matter of the debate question. We must all harbor a suspicion, however, of whether we speech teachers are fulfilling our special educational function when we try to substitute for the professors of economics, sociology, or political science. Still, it is unquestionable that a basic, if not primary, consideration in the selection and phrasing of debate questions has been their presumed "educational" value.

4. Debate is Good Training in Public Speaking. In theory at least most debate directors probably would accept this point of view. It is largely upon this basis that we sell debating as an activity to students and to our college administrators. Whether we actually and fundamentally do hold this attitude is open to serious question. Tournament debating—which seems to deny this concept—should doubtless be left to another discussion. Many formalistic rules of debate have persisted despite the breakdown of formalism in every other field of public speaking. But most significant in denying the function of debate as training in public speaking is the type of debate questions we use.

I suppose almost every teacher of speech would agree that topics for student speeches should meet at least the following three tests:

(1) they should be drawn in part from the student's own experience, enthusiasms, and convictions;

(2) they should be appropriate to the maturity, knowledge, and wisdom of an undergraduate student, so that audiences would consider the arguments seriously; and

(3) they should be of real interest and pertinence to their intended audiences. I believe few of our national debate topics meet these three tests in any realistic way. And I think the trouble lies in a confusion among the attitudes we bring to debate. Most of our troubles with debate questions, I believe, could be solved if we settled upon any one of those attitudes (my own choice being the fourth) and held to it consistently, and if we insisted upon a strict application of the three tests of a good speech topic.

That something *is* wrong with debate questions is hardly open to serious doubt. Our debaters are often not really interested in them. We have to drive and cajole many of them into doing the minimum required "research" or reading. We have to devise bribes and penalties to get them to the debate meetings where the questions are analyzed. Or—if you have a happy situation in which these evils do not exist—we are reminded of the remoteness of the questions from real campus life by two evident facts. The first is the amount of effort (usually fruitless) that has to be expanded to whip up an audience for a debate. The second is the complete dissimilarity of national debate questions from the kind of topics students select for their speeches when they are given completely free choice. Finally, is it not apparent that there is an air of complete unreality in the efforts of undergraduate students to solve intricate problems such as, for instance, those that wrecked the London conference of foreign ministers, and stymied the Labor-Management Conference in Washington? If we do not sense the unreality of the situation ourselves, we know, at least, that most people do — as evidenced by their stubborn refusal to become audiences for our debates.

One obvious solution for the problem as stated would be to have our debaters discuss purely local questions of timely interest — such as whether or not the football coach should be fired. Occasional debates of such a nature would unquestionably stimulate campus interest! The only real objection might be that they are too pertinent—hence "dangerous". Another solution is to keep national debate questions (which are required by the extensive inter-collegiate debate program we have developed) but to discuss them insofar as possible in local terms.

As an instance, the national question might be on the housing shortage. During the year its form and substance would shift and vary in terms of the situation and legislative enactments. Two New York schools could rephrase it to deal with the New York state housing situation. When one of them meets a New Jersey opponent, the respective merit of the "New York" and "New Jersey" plans could be debated. By such an effort to adapt the question specifically to every individual opponent, a great deal of trouble would be caused the director of debate and his debate manager. Plans for every debate would have to be worked out far in advance, thus making impossible the "courtesy" of taking on a traveling team on one day's notice, in order to extend the home schedule and provide room and board for the travelers. But most debate directors would probably feel the trouble to be justified by the benefits. Some of the developments in connection with extensive debate trips are purely rackets, and most of us would be glad to see them forcibly eliminated. If greater care in scheduling debates and formulating contracts can really lift debating onto a more realistic plane, shouldn't we gladly undertake the extra work?

Still a third solution might be to phrase a national discussion topic, instead of a debate question. Then the colleges could meet in early-season discussion sessions and thresh out the question in much the same fashion now followed by the national question committee. Why should we let the committee members have all the fun and secure all the benefits? Why not let the debaters themselves discover what lies behind a question, and what the real point at issue is? Then, perhaps by the be-

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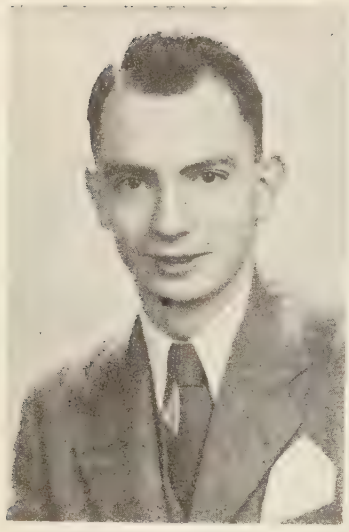
Some Unfamiliar Strategy

By George McCoy Musgrave



George McCoy Musgrave

THERE are two strategic devices seldom used in debate (because of the skill required and the risk involved) that can be extremely effective. One is the acceptance, by the affirmative, of the negative's counterplan in the middle of the debate, and the other is the corresponding strategy used by the negative team.

1. Affirmative Acceptance of Negative Counterplan

The use of a counterplan by the negative is such common practice that it will not be discussed in detail here. The counterplan is simply a substitute proposal offered by the negative in place of the affirmative proposal. The negative, in effect, takes the position that the affiirmative plan should not be adopted because it would interfere with the adoption of another, superior plan—namely, the one offered by the negative.

Now obviously if the negative's case is to hold water, the counterplan must be entirely different from, and inconsistent with, the affirmative plan. Otherwise the affirmative's plan can (and possibly should) still be adopted even if the negative's plan is admittedly good. This is the basis for an effective bit of strategy by the affirmative.

Suppose that the affirmative is recommending that the federal government adopt Plan X. The negative disputes this, claiming that a more satisfactory solution would be the adoption of Plan Y. The negative, being an inexperienced team, neglects to make Plan Y inconsistent with Plan X. The affirmative then makes a speech something like this:

"Ladies and gentlemen, tonight we of the affirmative have proposed that the United States adopt Plan X, and we have shown three major advantages that will result from this proposal, namely (1) . . . . (2) . . . . and (3) . . . .

"The negative has offered Plan Y as an alternative solution to the problem we face today. The gentlemen of the negative have supported their plan in a very capable fashion, and we of the affirmative were impressed by the weight of their argument.

"Now we would like to call your attention to the fact that Plan Y is not in any way inconsistent with Plan X. We of the affirmative have not discussed Plan Y tonight because, until the negative brought it up, we felt it irrelevant. But we have not, at any point in the debate, condemned Plan Y or suggested that it would be unsatisfactory. On the contrary, we are perfectly willing to accept the suggestion of the gentlemen on the negative, and include Plan Y as part of our own proposal.

"You realize, of course, that the advantages of Plan Y are now irrelevant to the debate. Both the affirmative and the negative agree that Plan Y is good. We would also like to point out that the last two speeches of the negative, devoted to the merits of Plan Y, are now irrevelant in this debate and can be disregarded. Similarly, any future remarks by the negative telling us how good Plan Y is, will also be irrelevant.

"The debate now hinges on the merits of Plan X plus Plan Y, as opposed to the merits of Plan Y alone. In other words, the debate hinges on the merits of Plan X. In the last two constructive speeches, we of the affirmative have strongly pointed out the advantages of Plan X. The negative, meanwhile, has devoted its time to matters that are now irrelevant."

This kind of speech takes the wind out of the sails of the negative. The negative has wasted all of the time it spent in proving Plan Y good, and any further time spent on the same subject will also be wasted. The debate then boils down to a discussion of the merits of Plan X, and in a contest of this kind the affirmative, having had considerably more speaking time to devote to the subject, will almost certainly win.

There is a well-established debating rule which prohibits any revision of position by either team during the progress of a debate. The purpose of this rule, of course, is to prevent teams from squirming out of contradictions between speakers by simply saying that they had changed their minds in the meantime, and it enables everyone concerned to follow the debate more easily. In applying the strategy outlined here, the affirmative must be careful not to violate this rule. The affirmative should take the attitude that it liked Plan Y all along, but didn't consider it worth mentioning earlier, since it was irrelevant to the debate until the negative brought it up. In this way the affirmative can protect itself against a possible negative charge that the various affirmative speakers were not consistent, that they shifted ground in the middle of the debate.

2. A Negative Trap*

One of the most deadly traps that a negative team can set in debating is the deliberate, planned incorporation of the negative counterplan into the affirmative plan. The trap can be used only against capable teams because other teams either will not be smart enough to

*This negative trap was devised at M.I.T. in 1942. As far as is known, it was not used elsewhere prior to that time.

think of incorporating the negative plan into their own, or they will be unwilling to run the risk incorporation involves.

Suppose a team is debating the negative of, "Resolved, that the federal government should require the incorporation of labor unions." The negative then carefully devises an innocent-sounding alternative plan, one that has a great many obvious advantages and not many obvious defects. In this case suppose the negative decides on a federal requirement that labor unions publish their financial statements, use a uniform method of accounting, and pay taxes on a definite and uniform basis. Then, probably with the advice of someone who knows accounting and taxation, the negative works out a well-hidden defect in the plan. This defect must be an important one; it must be so vital to the plan that no one in his right senses, knowing about it, would dare claim that the plan should be adopted by the United States. Perhaps the defect would consist of a method of accounting a taxation that together would put all labor unions out of business. This can easily be worked out, but care must be taken not to make the plan so complicated that the affirmative will be afraid to adopt it. In short, the trap must be well hidden.

The rabbit, or rather the affirmative, should be encouraged to enter the trap by devising a plan that would be easy to incorporate into the affirmative plan. The bait should be a strong case in favor of the negative plan, a case so strong that the affirmative will be afraid *not* to adopt it. The trap should be laid in the first negative constructive speech by explaining the negative plan in as much detail as is necessary to include the hidden defect. The explanation should be clear enough so that the affirmative cannot later back out by claiming that it did not intend to adopt certain provisions. If the affirmative walks into the trap by incorporating the negative plan into its own, the negative rebuttalist can spring it shut with a rebuttal speech something like this†:

"Ladies and gentlemen, something very interesting has happened in this debate. First the affirmative advocated a plan for the regulation and incorporation of labor unions. Then we of the negative, while defending the *status quo*, suggested the possibility of a plan consisting of public financial statements, combined with a uniform method of accounting and taxation. This sounded so good to the gentlemen of the affirmative that they incorporated our plan into their own, thinking that by this strategy they could also adopt all of the advantages that this alternative proposal offers.

"Now to be perfectly honest, we anticipated that something like this might happen. So when we thought up the plan, we were very careful to insert and hide in it a very serious defect, a defect so important that the whole plan is thoroughly undesirable. We did this on purpose, so that if the affirmative incorporated our alternative proposal into its own, we could point to this hidden defect and sit back while the affirmative tried to answer it. Remember that it is now too late for the affirmative to back out of its adoption of our plan. The affirmative cannot say, 'We didn't really mean it, we don't like your plan after all.' The affirmative has definitely put itself on record as being in favor of our plan of accounting and taxation as part of its own plan, and now we want to see affirmative try to explain away this major defect. You will recall that at no time in the debate have we of the negative recommended that the plan of accounting and taxation be adopted. We have consistently defended the *status quo*, and we intend to continue defending the *status quo*. What we *did* do was point to the plan of accounting and taxation as a possible alternative. The affirmative grabbed the bait and swallowed it, adopting the plan as part of its own. The affirmative is on record in favor of the plan and we are not. So now the affirmative is in the position of having to justify it.

"While we were inserting defects we decided to do a good job of it. The one we put in is really a honey. It will make the whole proposal highly undesirable, and we think it cannot be answered. We want you to listen carefully to the next affirmative speaker to see if he *can* answer it. It's vital that he do so, because his team is now irrevocably committed to defending the plan that contains this flaw. (Then follows a short explanation of the flaw, followed by:)

"The result of this, of course, is that all labor unions in the country will go out of business after the plan is put into effect. We *know* this is so because we deliberately designed the plan to have that effect.

"This puts the affirmative in the rather embarrassing position of having to defend, in the next five minutes, the complete abolition of all labor unions, good or bad, in the United States. I have no doubt that you will be anxious to hear what he has to say, so I will yield the floor to him without further delay."

Notice that the speaker called the attention of the judge in no uncertain terms to the duties of the affirmative, and that he worked up to a climax before telling either the judge or the other team what defect he was referring to. This not only built up anticipation in the mind of the judge and worry in the mind of the affirmative team, but it also consumed time, delaying the explanation of the flaw until the end of the rebuttal speech, giving the affirmative rebuttalist approximately one minute to think up an answer.

For the negative team which intends to try this strategy, a few words of caution are necessary. The following requirements must be met for the trap to work successfully:

a. The affirmative team must be familiar with advanced debate technique, especially the possibility of adopting the negative's counterplan. The affirmative team must be strong enough to be willing to run the risk of actually doing so in the debate. It is useless for negative teams to attempt this strategy against weak affirmative teams; only capable teams can be trapped.

b. The plan must be simple enough so that the affirmative will not be afraid to adopt it, and it must not be inconsistent with the affirmative plan; otherwise the affirmative could not adopt it even if it wanted to do so. Furthermore, the plan must be supported so strongly that the affirmative will be afraid *not* to adopt it.

c. The defect must be well hidden, so it is not noticed by the affirmative. It must be simple, so that it can be explained in a few words. The effects of the defect must be serious and fundamental; otherwise there is no point in the trap.

d. During the debate, the negative must be careful that it does not, at any time, actually recommend adoption of its own psuedo-counterplan. The negative must maintain the defense of the *status quo* as its basic position, but bring out the alternative plan as a *possibility*. If the negative actually recommends the plan, it has fallen into its own trap and is in no better position than the affirmative.

If the negative happens to be lucky during the debate, the affirmative may walk even deeper into the trap

†The quoted material was adapted to this article from a phonograph record of a debater's speech at M.I.T., made at the time the negative trap was originated.

than is necessary. That is, the affirmative may notice that the negative apparently does not have the courage to recommend adoption of its own plan, and may point this out to the judge and audience. The affirmative speaker, at the time of adoption of the psuedo-counterplan, may make a few remarks of this nature:

"Ladies and gentlemen, tonight the gentlemen of the negative have supported their alternative plan in a very able manner. You will notice, however, that at no time have they actually recommended that the United States adopt this proposal. They seem to lack the courage of their convictions. On one hand they tell us all the advantages of the plan, and on the other hand they content themselves with recommending merely that the United States continue the *status quo*.

"Now the negative's plan is not in any way inconsistent with our own proposal. Therefore we are accepting the ideas advanced by the negative and are recommending that both plans be adopted. We are doing what the negative apparently does not have the courage to do, namely, recommending the adoption by the United States of the negative's own proposal."

This, of course, would be an effective attitude for the affirmative to take, provided the negative had neglected to insert the hidden defect. But with the defect present, the affirmative's unnecessarily strong acceptance speech makes the trap even more effective when the negative springs it shut.

One reason why this strategy is seldom used, aside from the fact that not many debaters know about it, is that the risk involved by the negative is great. If the affirmative refuses to walk into the trap, either through extremely good foresight or complete ignorance of the possibility of adopting the negative plan, the negative is likely to find that it has devoted so much time to its alternative plan that its defense of the *status quo* (which after all is still the negative's basic position) is too weak to stand up under the affirmative's attack.

On the other hand, if the trap is handled properly, with the defect of a fundamental, serious nature, there is very little possibility of the affirmative winning once the trap is sprung.

3. Affirmative Defense Against the Negative Trap

There is no excuse for a really well informed affirmative team falling into the negative trap discussed above. The affirmative does not have to adopt the negative plan unless it wants to. Affirmative teams can make sure they avoid the trap by never, under any circumstances, adopting a plan proposed by the negative. The trouble with this policy is that it prevents the affirmative from using the strategy outlined in the first section of this article.

There is another equally sure method the affirmative can use to avoid falling into the trap, a method that can be applied without giving up the opportunity of adopting the negative counterplan when circumstances permit. It is simply this: When the negative sets the trap, it must defend the *status quo* while upholding the *possibility* of an alternate plan. This stand by the negative is so unusual, as opposed to an out-and-out recommendation by the negative that the negative proposal be adopted (in the case of a genuine counterplan), that it is a dead giveaway to an affirmative team watching for it. In other words, the affirmative team can feel safe in adopting the negative proposal if the negative team itself recommends that the plan be adopted, but not otherwise.

When, by using the above criterion, the affirmative recognizes the probable existence of a trap, he can dispose of it quickly, leaving the affirmative in a relatively strong position. He might make a few remarks such as these:

"Ladies and gentlemen, tonight the gentlemen of the negative have devoted a great deal of time to what they call a 'possible plan'. They apparently do not believe in this 'possible plan', for they have consistently refused to recommend that it be adopted. Instead, they have contented themselves with a recommendation that the *status quo* be continued.

"Now if the gentlemen of the negative care to abandon their position that the *status quo* be continued, and instead recommend that this so-called 'possible plan' be put into effect, we will be delighted to discuss its merits with them. But until such time, the advantages and disadvantages of this 'possible plan' are entirely irrelevant, since neither the affirmative nor the negative has yet recommended that it be adopted."

This means that all time spent by the negative in building up the "possible plan" has been wasted, giving the affirmative a very definite advantage. If the negative, in attempting to salvage the situation, comes out in its last constructive speech with the recommendation that the plan be adopted, the affirmative still has the upper hand, for the affirmative rebuttalist can point out that the negative delayed so long in recommending the plan (even to the extent of a positive violation of rules) that the affirmative is not left with any constructive speaking time in which to bring out the disadvantages of the negative counterplan. In short, the affirmative can still legitimately refuse to discuss the matter, and the time spent by the negative will still have been wasted.

Suppose, however, that the affirmative, through an oversight, finds itself caught in the trap. What, if anything, can it do to redeem the situation? There are two possibilities, neither of which is likely to work if the trap was carefully executed.

First, if the negative rebuttalist's speech was not as clear as it might have been, one possibility would be to attempt to confuse the issue by charging that the negative shifted ground and that, therefore, the affirmative has a similar right. The ethics of this procedure can be questioned; on one hand, it does not seem quite right to deliberately confuse the issue, especially since the negative actually did not shift ground—on the other hand, we see this sort of argumentation taking place every day in politics, business, industry, and agriculture. The affirmative's goal, in confusing the issue, would be to leave the situation so muddled that the judge and audience do not realize exactly what took place, on the off-chance that they might be inclined to sympathize with his side.

The second alternative is that one the author would

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SPEECH PERSONALITIES

There Were Giants in Those Days

By E. R. Nichols

Editor's Note: *In originating another feature for this magazine in which Speech Personalities are to appear, the editor wanted to begin with the generation before his own, with such men as Thomas C. Trueblood and Solomon H. Clark and Frank M. Blanchard. However, the difficulties of finding the facts, the pictures and the right men to do the write-ups were too great for this issue, at least. So, if possible, they will appear sometime,* and when the men of the past have been noticed the *men of the present will be honored. If you have any name to suggest, rest assured your suggestion will be welcome—also your aid in getting the facts and the write-up. In turning to his own generation the editor thought first of Charles A. Marsh and Charles H. Woolbert. The first named appears here and the second is to appear next.*

The writer first met Professor Charles A. Marsh in 1918 when he appeared unexpectedly at the second convention of Pi Kappa Delta, held at Ottawa University, Ottawa, Kansas, in the spring of that year. Marsh made himself so useful in that convention, coming as he did from one of the charter colleges of the order, which had lapsed membership and under him revived interest, that he was chosen National Secretary to succeed Dr. John R. Macarthur who was advanced to the Presidency.

1918, being a war year, was one of great uncertainties and the addition of Marsh to the National Council was a measure of stability for Pi Kappa Delta. Marsh immediately invited the 1920 Convention to assemble at Morningside College, Sioux City, Iowa, and his invitation was accepted. He staged a remarkable convention and two years later was chosen to succeed Macarthur as President of Pi Kappa Delta. It was during his regime that the great expansion of that order began.

Charles Marsh was born, if memory serves me correctly, in Iowa and he was educated in the Iowa public schools until he was ready for his professional training, which he took at the Columbia School of Oratory, in Chicago. In that day one could not get a speech training in any and every university or college of the country, so he was obliged to go to a special school.

Upon graduation from Columbia, Marsh began his professional career in Iowa. He told me at one time the various colleges where he had taught, but only two things now remain in my memory. He was offered a job at the college which is now LaVerne College, California, but accepted a position instead in Simpson College, Indianola, Iowa. I think he also taught at Iowa Wesleyan at Mt. Pleasant. At least he joined the faculty at Morningside during the teens and served there most successfully for several years.

The 1911 Sioux was dedicated to him by the Junior Class, which sponsored the annual that year. They said of him: "Professor Marsh is a man whom all respect and admire for what he has done for Morningside College. He has been on the job years and years and during all that time has been a friend to everyone." What he had done for Morningside was to put it on the map as the

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Special Feature Division

Introducing Bates College of Lewiston, Maine

EDITORIAL NOTE: *The Debater's Magazine follows a custom of featuring a college or high school, pictorially, in each number, that has made some special contribution to Debate or Speech Contests. The colleges thus far featured are: University of Redlands, Southwestern College, Winfield, Kansas; Ripon College, Wisconsin; now Bates College, Maine, and in the next issues Ottawa University, Kansas. If you have a favorite to nominate, which has made a special contribution to Speech, or an especial achievement, send your suggestion to the Editor of Special Features.*

WAY up in the northeast corner of the United States, 'mid the snows of Maine, is a little Yankee college which has received world-wide recognition in debating. This little coeducational liberal arts college of seven hundred students has been recognized by the New York Times as, "the power center of college debating in America." The American Magazine has announced, "This tiny college has beaten the world at debating." Three times it has been invited to represent the East versus the West in radio debates with a national hookup. In 1934, when the Canadian Federation of Students asked of the Student Federation of the United States that a debating team to represent the colleges and universities of the United States be sent to Canada, they requested that Bates College should furnish that team.

This may seem strange, in view of the big name universities that are actively engaged in debating, but it is the natural result of the record of Bates in debating. Her teams from 1930 to 1940 were consistent winners of the Eastern Intercollegiate Debate League Championship. Bates College initiated international debating, not only by exchanging debates with Queens College of Canada in 1908-09, but also by sending the first American debating team to England in 1921. Bates arranged the trip of the first British team to the United States and the first debate was held at Lewiston, Maine. The first international debate over the air in 1931 had the Yankees from Bates attacking thrift as a virtue against a team representing the Scottish Universities! In 1925 Bates made a second trip to England and to Scotland. In 1928 another Bates team made a trip around the world, speaking in Hawaii, New Zealand, Australia, South Africa and England. Bates has had more than seventy-five international debates. To Lewiston have come teams from Oxford, Cambridge, the Students' Union of England and Wales, the German Students' Union, Australia, New Zealand, Canada, the Philippines and Porto Rico.

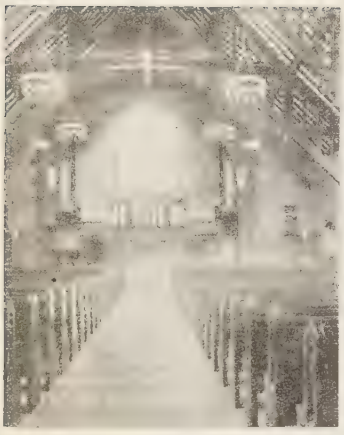
The success of these international teams abroad is shown by the following newspaper and magazine comments: The Auckland Herald, "Thirty-five hundred people attended the Auckland University College debate

Gateway at Bates College in Winter

Scenes from
BATES COLLEGE CAMPUS

Campus Scene from Hatton Hall

View of Chase Hall



Chapel Interior

Chapel Entrance

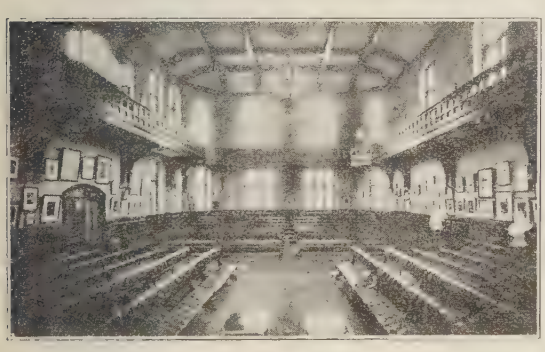
Chapel on a Winter Night

BATES *in World Trip*
AND IN
International Debating

Bates Debate Team at Johannesburg

Bates World Trip Team at Durban, South Africa

First Oxford University Debate Team at Bates



Oxford Union

Bates World Trip Team at Pyramids

Views of Bates Team's World Trip

First Bates Team in England

View of
Bates Col
Campus
in Spring
Looking
Toward
Bardwell
From the

Opposite
Another V
of
Bates Coll

with Bates College in the Town Hall. . . . The visitors, who carried off all honors, were given an appropriate hearing"; Cape Town Tribune, "The most interesting debate of the month"; The Cambridge Gownsman, "When an American team debates at the Union the average standard of debating to which we are treated is more often than not distinctly below our own. On Tuesday we heard from the Bates College team a witty and brilliant speech with the best tradition of Oxford and Cambridge oratory."

Bates has not only demonstrated leadership in victories won in decision debates and in international debating, but has also made every effort to be in the lead regarding new developments in debate. She early used the Oregon debate and has been active in Discussion. In 1943 a Bates man was one of four finalists in the National Radio Debate, and in 1944 a Bates woman was one of the six national winners in the Discussion Contest sponsored by the Coordinator of Inter-American Affairs. Bates frequently debates over the air, has developed an arrangement of debate for radio, makes recorded debates, and carries on a Speakers' Bureau, the state high school debate league for New Hampshire and Maine, and other extension activities.

All this did not just happen. It is the result of a debating tradition in tradition-loving New England. The college was founded in 1864, but in 1867 there is a record of a debate on the subject, "Has the United States an equal claim with Great Britain to be considered a nation of first rank?" The annual Sophomore debate goes back to at least 1879, when the topic read, "Was Julius Caesar a greater man than Napoleon Bonaparte?" The first intercollegiate debate for Bates was in 1896, when she won a gaudy trophy with a Latin inscription, signifying the championship of the New England Debating League.

Only a few men have had charge of this activity since that time. One of them was George Colby Chase, later president of the college for many years. Following him were William T. Foster, A. Keith Spofford and A. Craig Baird*, all authors of popular textbooks on debate. Brooks Quimby, a student under Baird at Bates, has been in charge of debating there since 1927. He has been a national officer of Delta Sigma Rho and is an honorary member of Tau Kappa Alpha. Under his direction large squads have taken part in debate, and several teams are usually in action, rather than one or two teams of stars. He believes that debating is justified only through its value to the students. Yet he objects to the emphasis on debating tourneys because it reduces the emphasis on persuasion of an audience as the main end in debate. Indeed, he looks askance at any decision debates. However, this attitude may be traced to some of the theories he tells. One of them concerns the debate judge at S— College who said, "Of course, I'm only a house mother and never heard a debate before, but I think the two girls from my dormitory did awfully well." Then there is the judge at C— College who courteously said just before the debate, "Will you please pardon me; I'd like to speak to my daughter a moment before she goes on the platform." And, finally, there is the judge at the University of F—, who said, "You boys weren't fair; you asked the affirmative how they were going to do things that they couldn't possibly do."

The walls of the Debating Room at Chase Hall are covered with pictures and posters from all over the world. There are telegrams of congratulation from the then Prince of Wales, and Presidents Harding and Coolidge. There are framed programs from the Oxford Union, the University of Witwatersrand and the Pan-American Union. There are menus from Liverpool,

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*Director of Debate under whom international debating began. Now Professor of Public Speaking at Iowa University

The Library at Bates College

SPECIMEN DEBATE DIVISION

ANTI-STRIKE LEGISLATION

A Round Table Discussion by The University of Cincinnati and Denison University

EDITORIAL NOTE: *This issue we substitute for the usual College or High School debate a Round Table Radio Discussion, presented over WKRC in the Pathway of Peace Program.*

MODERATOR: This is Station WKRC presenting the University of Cincinnati Series: "Pathways to Peace" at 6:15 to 6:45 Sunday Evenings. The subject this evening is: "Anti-Closed Shop and Anti-Strike Legislation During War Time." The participants in tonight's discussion are George Kanouse and Richard Einwalter of Denison University and Albert Strasser and Richard Hanford of the University of Cincinnati. Mr. Richard Einwalter will open the discussion:

RICHARD: Since the beginning of the war we have seen a lot of changes in our life. The war effort demands greater governmental control in many fields. Industrial peace is essential for good production. There has been a great deal of controversy as to the government's role in bringing this about, especially concerning anti-strike legislation and anti-closed shop legislation.

DICK: Yes, Richard, that has been a genuine bone of contention. But I think that anyone who has followed the progress of industrial production during the war will realize that the strike, especially, is a dangerous weapon to leave in the hands of organized groups in the midst of a major struggle..... Yes, the average American feels as though strikes are entirely unjustified during wartime, but is also concerned about any permanent loss of freedom.

AL: Fundamentally I agree with you, Dick. And I also think that the closed shop is a most undemocratic way of doing business. It means that the laborer has no voice whatever in the choice of his bargaining agent. Many men resent the idea of being pressed into a mould from which they cannot withdraw without sacrificing their jobs. It's apparent to anyone that in a large shop it's impossible to have all the workers of one mind. If that shop is a closed shop, the minority will have to act as the majority wishes — even if the action opposes the principles of the minority. That certainly isn't very democratic.

DICK: Yes, and the strike in particular gives many workers a sense of instability. Few workers are able to make their savings amount to anything substantial. If the union goes on strike, those workers who want to work can't, and lose salaries which may be sorely needed.

AL: Then, too, the closed shop produces a lack of co-operation between employer and employee—particularly during wartime. Because of the extremely strong position of the worker, a tension exists. The workers can ask for nearly anything they want, and be pretty sure of getting it. Not always being able to anticipate his workers demands, the employer is suspicious of the unions, and distrustful of his workers.

DICK: In a closed shop, before an employee can be fired, there's a lot of red-tape to go through with union and company officials. I've been told that many workers get over-cocky from knowing that their union is behind them, and consequently work more for the union than for the company. The result is a lowering of the quality of work, and a lowering of production. The employees don't want to do any more than they have to. Surely, if this is true, it's not helping our war effort. What do you think, George?

GEORGE: It's true that most people feel that there should be an even balance of power between capital and labor, and most people will agree that the balance has swung over to the side of labor, at least for the time being. You two have stated rather strongly your support of anti-strike and anti-closed shop legislation, particularly during wartime. But before we give the other side of the problem, let's get into a bit of the background of the question..... I think this subject was discussed several weeks ago under compulsory arbitration, as to whether or not we should forbid strikes entirely, both now and after the war.

RICHARD: Both employers and employees realize the need of doing away with strikes in wartime. Shortly after Pearl Harbor, President Roosevelt called a meeting of representatives of labor and management at the White House. This conference agreed, first, there would be no more strikes for the duration; second, that disputes

This Radio Round Table Discussion was contributed to The Debater's Magazine by Miss Kathleen Ressler, Assistant to the University of Cincinnati Publicity Director.

would be settled by mediation and arbitration; and last, that a War Labor Board would be set up.

GEORGE: This board was set up by the President in January, 1942, wasn't it? There were four representatives from labor, four from capital, and four from the general public. Later, when the load became too heavy for one board, a number of regional, or "Little War Labor Boards" were established. The WLB was to act as a supreme court of labor disputes.

DICK: Yes, and most of the cases that came up for settlement concerned the closed shop in one way or another. For example, maintenance-of-membership clauses and check-off of union dues.

AL: Wait a minute! Before we go any further, maybe we'd better be sure we all know what is meant by these terms. How about closed shop?

RICHARD: Well, there are really two kinds of closed shops. First, the closed shop with an open union. The employer can hire anyone he wants to, but the new employee must join the union, usually within thirty days. This is probably the most common. Second, the closed shop with the closed union. Under this system the new employee must have been a member of the union before taking the job.

AL: And that's just exactly what I mean by undemocratic. The closed shop with an open union forces a man to join the union perhaps against his will—that is, if he wants to hold his job. And of course, in the case of a closed shop with a closed union, only the members in good standing can get jobs in the first place. I would almost be willing to ignore the peacetime evils of this if I could make it clear that the wartime possibilities inherent in such a set-up are completely at variance with the mobilization of the total resources of the nation for war.

DICK: There you have hit the nail on the head, Al. Unions are in the nature of the case restrictive groups—comparable in many instances to monopolistic employers. They limit the numbers of men by apprenticeship rules and exclusion clauses too numerous to bring up here. They are in existence to safeguard the present wage structure, not to tear it down. The feeling has been widely expressed—and only mildly denied—that during the war high wages and widespread employment give unions a chance to fill their purses..... That means that workers are giving up a goodly proportion of their pay to fortify the unions for political purposes or for postwar organizing. It also means that manpower is placed in tight little boxes and cannot be used as flexibly as it should be.

AL: The argument advanced in favor of the closed shop by union leaders is that the open shop ultimately would lead to the destruction of the union itself because the men who achieved the bargaining advantages without joining the union would feel that there was no necessity to affiliate themselves with it. They tell us that means that the union men who have been through all kinds of warfare—bloody or otherwise—with the employer would have to sit back and see all their good work destroyed by those who want to share in the higher wages, shorter hours, and better working conditions brought about by union action without bearing the responsibilities of union membership..... However, this seems to be a drastic position and upsets the fundamental tenets of democratic procedure—at least, that's the way I look at it.

GEORGE: Yes, there are certain evils attached to the closed shop. It violates the right of the individual worker to choose his own job. A man is prevented from getting a job unless he is a member of the union. You can look at it this way, too: if I'm a laborer, compelled to work as a union man against my will, my efficiency would be greatly undermined. Look at the Railroad Brotherhoods; they have been extremely successful in open shop development by getting membership through achivement, not compulsion.

DICK: Whoa! Wait a minute! Let's get some more of these basic concepts in mind before we go into all that ..... For example, I think it should be made more clear how the maintenance-of-membership clause ties in with this matter of the closed shop.....

RICHARD: Well, under the maintenance-of-membership clause in the union's contract with the employer, it is provided that all union workers in the plant must remain members in the union and pay up their dues. When the worker doesn't keep in good standing, he is fired.

GEORGE: O yes, that was one of the causes of the Mechanical Engineering Society of America strike up in Toledo last fall, wasn't it?

RICHARD: Right. Some members of the United Automobile Workers were discharged under this clause, and the MESA struck in protest. Then, there is the check-off system which recognizes the union control, invariably occurring in the closed shop. Under it, the employer agrees to collect union dues and turn them over to the union.

DICK: Do you think that's fair? Doesn't that constitute an extra expense to the employer—as well as make the manpower problem more difficult, if the employee rebels against the levy on his wages?

RICHARD: You can look at it that way, Dick. But remember this, many important and progressive employers rather like the method inasmuch as it gives some stability to their labor force. It means that there isn't the constant bickering and confusion over who is in good standing and who is not. As for the check-off system and wages—well, you have taken a position that is contrary to the whole philosophy of union organization and the NLRB records do not tend to indicate that the feeling of the majority of laborers is similar to yours.

DICK: Granted.

AL: I think, however, that Dick had a good point. Employers are certainly put in an unfavorable position by the closed shop rulings of the governmental labor agencies. And why they should be expected to contribute the maximum of efficiency in the operation of their plants when their effective control of their own

labor force is so jeopardized, I can't understand.

GEORGE: But, Al, much of the condition you describe goes back to a lack of understanding of the present situation. Government policy during the war is designed to stabilize or freeze the situation in employer-employee relations at its peace-time level. The War Labor Board has used the maintenance-of-membership clause and the check-off system in dealing with closed shop demands. If the employer didn't accept the Board's order, the President could seize the plant and operate it. A case which received a lot of attention was the Montgomery Ward one, in which Sewell Avery refused the WLB's order for maintenance-of-membership and check-off privileges. Avery seems to have won out, at least temporarily, and the WLB has lost that much power and prestige. Enforcement of this will rely basically upon public understanding of the WLB and the reasons for their actions.

RICHARD: Another case, although you may not know it, is that of Cecil B. DeMille's recent refusal to pay his one-dollar union dues.

GEORGE: Yes, I notice old C. B. is off the air now.

RICHARD: (Ha, ha.) The one dollar was a special assessment made by the union for the purpose of fighting anti-closed shop legislation which was being contemplated by the state legislature of California.

AL: Several other states have had similar ideas but no open-shop provisions have become law yet. Under the proposed Work-or-Fight Bill, an attempt was being made to permit men put into war industries by their draft boards to work in a union shop without joining the union which is as it should be! Organized labor seems to have defeated this provision.

DICK: In considering any closed shop legislation, which has largely been steered away from by government officials, I think we should consider the fact that war needs come first, and that the closed shop may withhold labor from certain industries.

GEORGE: The closed shop question and legislation concerning it has been subordinated to anti-strike legislation and the question will probably not be fully faced until more peaceful times. The Smith-Connollay Act was the first real anti-strike law for this country in wartime. Even though a non-strike pledge has been given, Congress still felt it necessary to take more drastic steps. And the people were generally in favor of it—according to Gallup and Fortune polls made in February 1942, about 86% of Americans were in favor of forbidding strikes entirely in war industries.

DICK: Well, Al and I were reviewing a bit of recent labor history the other day and we find that there has been no real curtailment of labor trouble. You can say what you will about the small proportion of labor hours lost through strikes — as Madame Perkins has maintained—but the evident fact is that we have run into some important and almost fatal work stoppages.

RICHARD: Yes, labor unrest had continued despite the pledge. The great strikes in the coal mines which brought on so much public antagonism, together with rising living costs, forced Congress to adopt the War Labor Disputes Act in June 1943. Just exactly what does this law provide, George?

GEORGE: Well, it says that when the government takes over a war plant anyone promoting a strike there can be fined $5,000 or put in prison for a year, or both.

AL: I don't remember having heard of many cases where these penalties have been imposed.

RICHARD: That's right. So far, this and the other provisions of the act have not been enforced to a great extent. Another part of the act is that when a strike is threatened in a war plant, 30-day notice must be given. After then, the National Labor Relations Board must take a secret vote to see if the majority of the workers want to strike or not. Any strike before this vote is illegal.

DICK: And most of the strikes we've had, have been illegal. I noticed in the paper the other day that there were about 5,000 strikes and lockouts in 1944, resulting in 8½-million man-days of idleness. Even though this was only one-tenth of 1% of the available working time, it is still a needless loss under today's conditions. However, in Mississippi, about ten thousand American Federation of Labor shipyard workers are on strike for the second day at the Ingalls Shipbuilding Corporation yards in Pascagoula. The men are said by union spokesmen to have walked out in protest against delay on the part of the War Labor Board in acting on grievances filed with the federal agency. Company officials said today that work at the yard is completely paralyzed. And the War Labor Board in Washington today ordered the men to go back to their jobs if they wish action on their case..... We have seen a gradual improvement during war years, since the government has taken such a keen interest in industrial peace. There were only two-thirds the number of strikes in 1944 that there were in 1943.

AL: Well, though there were only two-thirds the number of strikes, you can see by the nature of the strikes that numbers alone are not important—it's the extent that counts. The enlarged power of unions through the closed shop in critcial industries means that the threat to fundamental economic activity is great. For example, right now the textile workers and the meat packing workers are talking tough to the War Labor Board about their wage dispute. You can see that if these groups ever decided to walk out in wartime it would mean complete catastrophe—almost as bad as Mr. Lewis's coal mine shut-downs.

GEORGE: Well, to go on—the other provisions of the act were to uphold the President's right to seize war plants and to give the War Labor Board power to compel attendance of the disputing parties. This was done in the Philadelphia Transportation strike where 6,000 transit employees went out on strike and tied up virtually all facilities for necessary daily travelling. Four million man-hours were lost because of this. The cause of this strike was the refusal at first of employees to train eight Negroes for streetcar operating jobs.

RICHARD: It seems to me that regardless of the cause of a strike, workers should uphold the no-strike pledge for the benefit of the country. Philip Murray, President of the CIO, stated in his report before the annual convention last November, "For the duration of the war there is no question but that labor must continue its no-strike pledge. This is a responsibility which labor has to the nation and to itself."

GEORGE: Sure, but haven't a lot of these strikes been "wild-cat" strikes?

DICK: True, and most of them could have been handled without loss of working time, if handled properly. Of course, much of the bad handling is the fault of the government, not the fault of the closed shop or strike as a labor weapon. While I have been making it clear that I favor anti-closed shop and anti-strike legislation during wartime, nevertheless, I want to make it equally clear that I think the unions have a case for these weapons during peacetime. Much of the bungling in this situation has come from the government side as well as from the union leadership.....and of course, employers have not been simon pure.

GEORGE: They certainly have not. Congress itself recognized that when it passed the famous National Labor Relations, or Wagner act, guaranteeing the right of collective bargaining. "The policy of the United States," it was declared, is "to eliminate the causes of certain substantial obstructions to the free flow of commerce .....by encouraging the practice and procedure of collective bargaining and by protecting the exercise by workers of full freedom of association, self-organization, and designation of representatives of their own choosing for the purpose of negotiating the terms and conditions of their employment or other mutual aid or protection."

DICK: What does the act say about strikes?

RICHARD: The act begins with the broad statement that: "The denial by employers of the right of employees to organize, and the refusal by employers to accept the procedure of collective bargaining *lead* to strikes and other forms of industrial strife or unrest, which have the effect of obstructing commerce." That's a quote. Furthermore, nothing in it is to be construed so as to interfere with or impede or diminish in any way the right to strike.

AL: That certainly gives labor a heavy club over capital, and also introduces many problems. What about jurisdictional disputes, when there is a strike because of competition between unions?

RICHARD: The War Labor Board has had a lot of difficulty with this problem. In general, they leave a jurisdictional strike up to the AFL and the CIO themselves under Murray and Green to settle. Then it may be turned over to the labor representatives of the WLB. In cases where the dispute still can't be settled, an arbitrator can be appointed to make a decision which the unions have to accept. However, this hasn't been used very much.

GEORGE: If we had unity within labor itself, the problem would, of course, be very much simplified. Remember last fall when General Eisenhower sent veterans home to speak in the war plants and tell of the great need for shells, there was a strike of 5,000 workers in an Ohio shell plant because of the discharge of one guard. Through my army experience, working with discharges for men back from overseas, I know that they were very bitter about strikes like this in the United States.

AL: George, I have been associated with the military both before the war and during the war in connection with basic military instruction, and I can agree wholeheartedly with you that the servicemen are very bitter about strikes. The soldier has been trained to act as a member of a team—a fighting team in which each man has been assigned a specific job to do, and he must perform that job come hell or high water, or the success of the whole venture is seriously hindered. The serviceman associates this principle of the team and teamwork with labor. He views the production line as a team and each man in industry as an important member of that team. The worker, in the eyes of the serviceman, has no more right to desert his post in the factory than does a G. I. gun crew in action at the front.

RICHARD: Yes, the soldier's opinion can't be ignored. According to articles in *Time* magazine and *Business Week* in October last year, there are many who believe that strikes will increase after the European war. This is because of jurisdictional disputes again, and because the workers fear that they will be thrown out of a job when reconversion comes. After victory in Europe, all resources will still have to be working with full cooperation in order to defeat Japan with the least possible cost.

GEORGE: The success of any anti-strike legislation will only be as successful as the amount of support which it gets from the people, and also the opposition of the laborers. Public opinion is of the utmost importance. We have seen many cases in the last few years, where the government has forced the employer to accept its decisions, but how about making the worker come around?

DICK: That isn't as easy as it sounds, George. Believe me, when you have several thousand workers involved—all of them antagonistic to a decision in the same way at the same time—you have one great problem of enforcement on your hands. Do you remember the old debates we used to have on the question of compulsory arbitration? Here we have a very similar problem..... And one of the stock arguments against compulsory arbitration was that it would involve an enforcement problem that could scarcely be solved short of actual conflict between the community and the strikers.

RICHARD: Yes, the War Labor Board has tried taking away maintenance-of-membership clauses in the union's contract, but in a lot of cases responsibility can't be placed directly on the union. Then, it has even taken such drastic measures against the individual laborer as

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College Handbook Division

Edited by EGBERT RAY NICHOLS

THE NATIONAL DEBATE PROPOSITION

Resolved: that the policy of the United States should be directed toward the establishment of free trade among the nations of the world.

INTERNATIONAL TRADE—THE CLUE TO WORLD PEACE

By BERNARD L. HYINK
Chairman Social Sciences, University of Redlands

TODAY, as never before, the eyes of the world are fastened on the objective of peace. After the most costly war of all time, mankind has come to the realization that for self-preservation he must find a way of getting along with his fellows. In light of the recent Conferences at London and Moscow, one sees that the world is still groping for a solution to its major problem.

In the past centuries man has tried guns, treaties, world conferences, international pacts, and agreements, yet we have not found the real answer to our difficulties. Actually, we have been using the medicine-man approach rather than that of a physician. We have sought to prescribe cures for the disease of world wars rather than get at the basic causes of our ills.

We live in a world so closely knit that depressions and wars are no longer confined to areas, but involve all nations. We should look more closely to international economic relations. World trade is the nucleus of these relations.

For centuries, man has been interested in international trade. The mercantilists in the 17th and 18th centuries dominated the policies of England, France, Germany and Spain. They maintained that a nation's wealth depended upon the amount of gold it possessed. Hence, in order to obtain a steady flow of gold, a nation in the long run must always have a "favorable" balance of trade. That is, a nation must export more than it imports, so that the balance would be paid for in gold, thus increasing the nation's supply of that metal. In order that this balance be maintained, the Mercantilists,

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THE "FREE TRADE" FALLLACY

By ARTHUR BESSE
President of the National Association of Wool Manufacturers

THE TERM "Free Trade" has a wide appeal, especially among people who do not quite know what it means.

Freedoms may be of two kinds; those that involve no counter restraints, and those that do. "Freedom to Worship" for example, involves no restraint on anybody else. "Freedom to Work", however, may impose restraints on Union leaders and obligations on employers. Freedom to buy in the cheapest world markets—which is what free trade means—involves a partial surrender of the right to produce for our own market. Most of the advocates of Free Trade ignore this fact.

Under Free Trade, the sole determinant of where and what a country buys is *price*. In this sense "price" is not a true measure of the labor involved in the production of a particular item but is a translation of the cost of production (including profit, if any) into the kind of currency or exchange used by the purchasing country. Thus the number of man hours required for the production of a ton of natural rubber in the East Indies and its shipment to the United States may be ten times the man hours needed to produce a ton of synthetic rubber in Texas and yet, because of differences in monetary standards and exchange rates, the cost of the natural rubber delivered in Akron, Ohio, may be considerably less in terms of American dollars than the cost of synthetic rubber produced in the United States by the most efficient and up-to-date equipment under the most advanced technical standards.

This point is important. Many people insist that it is uneconomic not to buy goods where they are "most efficiently produced" whether that means buying in

Czechoslovakia or in Australia. But it depends in part upon what one means by "most efficiently produced." Is efficiency to be judged by the number of man hours required or by the cost of the product as measured in terms of some international currency medium? The production of textiles is an example. Certain comparisons have been made of the relative efficiency of textile manufacture in England and in the United States. Some rather extravagant claims have been made as to the technical superiority of textile operations in this country. Most of these claims are exaggerated. An exact comparison is difficult but it would appear that, on the average, it takes approximately 1300 man hours to produce in Great Britain what our American wool textile mills turn out in 1000 hours. Thus from a technical and from a labor standpoint we are more efficient than the British. But the British wool textile mills are paying a wage which is equivalent, on the average, to 32¢ an hour (converting at the rate of $4.025 to the pound) while the average rate in American mills is just over $1.00 an hour.

So if we buy in the most efficient market, we buy in America. If we buy in the cheapest market, we buy in Great Britain. The purpose of the U. S. tariff is to redress this balance. If we throw the tariff away or reduce it to a point where it is no longer effective, we gain the freedom to buy in the cheapest market but lose the freedom to produce for our own market. Producing for our own market is not merely a privilege accorded individuals or corporations who elect to produce chemicals, optical goods, textiles, pottery, etc.; it is also a matter of national policy, important from the standpoint of economic progress, of national defense and because of the importance of developing varied skills and stimulating cultural growth.

Automobiles and airplanes are the two products which, at least for the moment, we can produce better and more cheaply than anyone else in the world. But would anyone deny that our culture, our ability to retain and use diversified skills in new and interesting ways, and much of the variety of our national life would be lost if we made the country into a streamlined assembly line and concentrated on the production of planes and motor cars to the exclusion of many other products. And yet this is precisely the end of the road down which the so-called free traders insist we should travel.

The Free Trade advocates get quite confused over this matter of efficiency. Having expressed the opinion that it is of great importance to expand world trade, they then propose to achieve such an expansion by a reduction of U. S. tariffs. They suggest that perhaps American producers of items now protected by the tariff will be helped if the reductions are made gradually so that our manufacturers, by continued improvement in efficiency, can meet the cuts and thus avoid being put out of business. It doesn't seem to occur to most of them that if American producers are able, by increased efficiency or otherwise, to meet tariff cuts, there will be no increase in world trade at all. The tariff reduction which they advocate then becomes a whip to spur American industry; not a means of broadening and increasing foreign trade.

These advocates of bigger and bigger foreign trade, who are prone to characterize the United States Tariff as an abomination, apparently do not realize that the tariff on chemicals—to use a single example—is much less effective in closing our market to certain foreign products than is the unexampled streamlined productive capacity of our motor car manufacturers. No foreign country can expect to send its automotive products to this country; our efficiency (partly attributable to the size of our market) is an effective barrier to them —much more effective, as respects its effect on the dollar volume of imports, than is the tariff on chemicals.

Many proponents of an expanded foreign trade ask that reductions be made in our tariffs so that we will increase imports and thus provide dollar credits which foreign countries can use to buy something we want to export. But I haven't heard anyone suggest that we should reduce the length of our assembly lines, add hand work and adopt the "slow-down" as a permanent manufacturing technique in order to prepare the way for the importation of foreign automobiles. This would provide a lot more dollar credits which foreign nations could spend here. This sounds silly. It is silly, of course, unless the real object is to provide foreign credits for the sole purpose of making life easier for other countries. In point of fact the real pressure in this country for an expanded foreign trade comes from heavy industry which wants to export, from cotton growers who have a surplus, from banks and shipping companies who make a profit out of the transfer of goods which move in international trade, and others with similar interests. In spite of all the uttered platitudes concerning the general benefits of an enlarged foreign trade, the real effort is made by that part of our industry which wants to export—and those interests want to export at the expense of other industries which, because of the high labor content of their products, or because of other circumstances, need tariff protection in order to exist in this country.

The exporting interests have a perfect right to seek to expand their exports—even at the expense of the textile industry, the chemical manufacturers, pottery and glasswear producers, optical and shoe manufacturers and other protected groups. After all business is competitive. But the point is that we should realize that the tariff argument is, in the main, a struggle between those in in a position to export and those who cannot even retain the American market without tariff protection. It is not an altruistic endeavor to help the backward Hottentot by putting world trade on a free basis.

Why do any of our producers need tariff protection? While not universally true, in general the industries which need protection are those in which the labor content per dollar of sales is high. This is because our wages here are so much higher than they are in any other

country. In the mechanized industries where the machine has, to a considerable extent, replaced the man, the disparity of wages here and in competing countries is of relatively slight importance.

Perhaps it is more important for the United States to make business machines than it is for us to produce shoes. But the answer to the question should depend upon the relative advantages of concentrating on one or the other and not be confused by the insistence of the manufacturer of business machines that world peace is to be achieved through world trade.

The expansion of the volume of exports of mass production items at the expense of the tariff protected items is more likely to decrease employment rather than to promote employment as some of our economists claim. The mass production industries, by and large, employ fewer employees per dollar of sales than the industries which need tariff protection. The head of the automobile workers union testifying before the Ways and Means Committee in 1945 stated that a hoped for postwar yearly export of 1,600,000 trucks and cars would provide employment for an additional 150,000 persons. That figure of 150,000 happens also to represent normal employment in the United States Wool Textile Industry. But if we abandoned our Wool Textile Industry entirely and bought all our wool fabrics abroad we would provide foreign countries with less than half the number of dollars they would need to buy 1,600,000 cars and trucks. So we would on that basis be swapping 150,000 textile jobs for 75,000 jobs in the automobile industry. This same principle would hold true in the case of a swap between almost any of the so-called exporting industries and the "protected" industries. Employment is increased by a larger volume of exports only if we accept from foreign countries in exchange some *new items* the acceptance of which will not put any American worker out of a job because there was nobody already employed in this country making those particular items. Those who are pushing for a vastly expanded foreign trade should indicate what these new items are, or they should admit that the importation of competitive items will put out of work more people than those who find new jobs in the expanded exporting industries.

Unfortunately, there are serious rivalries engendered by foreign trade which promote friction rather than peace. England, at the moment, gives lip service to the principle of lowered tariffs but it is easy to see that she thinks primarily of lowering ours, not hers, and that she envisages a sharp competitive struggle for world markets. The extent of her current undertaking is to "consider" reducing the amount of Empire Preference in return for a reduction in U. S. tariffs. That sounds more equitable than it is. The way that would work is this—that as we reduce our tariffs for England's benefit she gradually *raises* the tariff which she collects on imports from the rest of the Empire so that the latter more nearly approach the duties which she levies against American imports. Eventually we would arrive at the point where England collected the same duties on imports from her dominions as from us but she would not have reduced the tariff on our imports at all whereas we would be in a position of admitting her products and the products of all other countries at great reduction of duty.

English merchants naturally want access to our market; it is the biggest market in the world. But intelligent English businessmen are far less concerned over the possibility that to some extent English goods may be excluded from our market, because of our efficiency, our tariffs, or other circumstnaces, than they are over our obvious intention to gobble up the same world markets which England herself plans to cultivate. England makes automobiles, electrical machinery, aeroplanes, refrigerators, radios, and a host of other items. She hopes and expects to find markets for these products on the Continent, in South America, South Africa and the Orient. But these are the very same markets our manufacturers of identical products figure will take huge quantities of American produced items. We are bound to run head on into England in our efforts to indefinitely expand our foreign business.

England is used as an example only. We will find ourselves similarly involved in cut throat competition with other industrial nations as soon as they get into production. England will come first because her industry will get under way quicker and because she has an established foreign trade. We may succeed in making this competition "friendly" so to speak but it will certainly strain the fabric of peace and not strengthen it.

The idea that world trade promotes world peace not only tends to ignore the competitive aspects of foreign trade but to overemphasize the possible benefits of such trade. Foreign trade in essence is merely an exchange of goods before the goods are offered to consumers. Goods shippd abroad are not sold in the usual sense; they are merely exchanged for other goods for which customers must eventually be found. If General Motors sells a Buick in Uruguay it gets paid for it but only if someone in Uruguay has exportable products which, either directly, or indirectly by being exchanged for the products of other countries, find their way into the hands of importers in the United States who sell them to American consumers who are the ones that actually furnish the dollars to pay General Motors for the Buick.

Dollars serve to confuse the real nature of the transaction. There can be only two reasons for exporting. One is to make gifts to other countries—exemplified by Lend Lease, U. N. R. R. A. and various types of charitable assistance given to other countries. The other is to send goods abroad *in exchange for foreign products.* This latter is *trade* as distinguished from *charity* and is, in effect, barter on an international scale. We swap our goods for goods produced by some other country. But we haven't completed the "sale" until we have sold to customers in this country the goods we accept from foreign countries in exchange for the goods we ship them.

This swapping of goods serves a useful purpose only if it supplies one or both of the exchanging countries with some product which it would not otherwise have.

From a purely selfish viewpoint there is no point in expanding our exports unless there is something which we do not have, or which we have in insufficient quantity, and which the foreign countries can send us in return. We need to ask ourselves what these items are which we lack and which we want to secure abroad. And we must make sure that in accepting such items in exchange for our exports we do not jeopardize some American industry which for economic, military, or cultural reasons we want to conserve. The aim should not be merely an increase in the volume of foreign trade, but foreign trade *with a purpose.*

There is another way of looking at foreign trade, of course, and that is solely from the viewpoint of foreign nations. That would mean that we directed our foreign trade in such a way as to accept those particular things which foreign nations wished to send us rather than the things which we had ourselves elected to buy. That would, in effect, be giving to foreign nations the power of dictating the kinds of production to which this country is to devote itself. This makes less sense than leaving the whole matter to the accident of price. We come back, I think, to the conclusion that we should first determine what things we want to produce here and what things we wish to buy abroad. Having made the decision—presumably with good and sufficient reason—we should implement the decision whatever it may be. Having decided that we wish to continue the manufacture of woolens (if that is one of our decisions) we should protect the industry, if it needs tariff protection, and not leave it at the mercy of some low cost foreign producer, or leave it vulnerable to manipulation of the pound sterling or to the sudden decision of somebody that the future economic health of Japan depends upon the establishment of a wool textile industry in her home islands.

We cannot have freedom of choice as to what we will produce in America if we are to try the experiment of Free Trade. We cannot shape our own economic future if we are going to let other nations decide what we are to make. We cannot exercise or develop all of our own skills and talents if we insist on freedom to buy in the cheapest dollar market regardless of the pay which foreign competitive labor is to receive.

March 1946.

International Trade—The Clue to World Peace

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as Thomas Munn, Jean Colbert, and Samuel Fortrey, advocated governmental control of international trade to the point that barriers were erected against imports, subsidies were provided to encourage exports, and the government took an active part in the maintenance of a favorable balance of trade.

The result of this mercantilistic era was a strong economic nationalism. Each country looked to itself and always attempted to sell more goods than it bought. Gold became the idol before which the institution of international trade was forced to bow. This economic nationalism resulted in a policy directed to economic self-sufficiency of each nation and the throttling of trade. Political nationalism thus came into being and modern wars became the manifestation of this nationalistic spirit.

Actually the teachings of the Mercantilists are contrary to natural economic laws. As economic resources are widely distributed in the different nations of the world, various areas are therefore better adapted to production of certain goods than others. We have found in the United States, for instance, that we benefit through economic specialization. Apples produced in Washington and traded for oranges produced in California result in more oranges, as well as apples for the citizens of Yakima, than would be the case if they produced both apples and oranges in Washington. Likewise, Californians secure more apples and more oranges than they would if they had attempted to produce both products. We find it beneficial for labor and capital and land to produce those products for which they are best suited. By producing automobiles in great industrial centers such as Detroit and producing wheat in the great plains of the middle west, we find that less energy is expended than would be the case if we attempted to produce automobiles in Manhattan, Kansas, or to raise wheat in Detroit.

To be sure, bananas could be grown in Minneapolis, but with great cost in effort and material. We prefer to import our bananas and exchange them for flour, and in this way our standard of living has been raised to the highest of any nation in the world. Trade is mutually beneficial. A Californian or Washingtonian, the urban dweller in Detroit and the Kansas farmer, are all better off through this economic specialization. More goods per hour are obtained by devoting man's energy and the world's resources into the products of those goods and services for which they are best suited. This natural advantage holds true with the nations of the world as well as with the states of the United States.

Contrary to the Mercantilists again, we know that a nation's wealth is not wholly dependent upon the gold it possesses. Our nation is wealthy because of its quantity of skilled labor and natural resources, not because of the hoard of gold buried at Fort Knox, Kentucky. As a matter of fact, this great quantity of the earth's supply of gold in our possession may have such little practical use, that as one put it, the government may find that its only income will be as a result of sight-seeing tours where persons will be charged 25 cents to see the large mountain of yellow metal. We know that a nation's wealth is in no sense measured by the gold it has locked in the vault.

Likewise, the contention that a nation must always

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What About the Free Trade Question?

By E. R. Nichols

Professor Robert T. Oliver's admirable article on "What is wrong with our Debate Propositions?" on another page stimulates me to make some observations on our present Free Trade question. I fear, however, I shall not get beyond his first division, and I fear I shall not be able to be so philosophic about the matter.

To begin with, if debate is a game, Professor Oliver advises that the debate proposition must be fairly stated for both sides—a remark in which I agree perfectly. He also stated his difficulty in keeping or driving his students to get interested in the National Debate topic. I have met that same difficulty—not every year—but, lately, too often. As a matter of fact I have had the utmost difficulty in getting and keeping myself interested in some of the National subjects, and, of course, under those circumstances my chance of getting my students interested is practically nil.

What is wrong? Well — it seems to be a different thing wrong—with the different questions as they arise and come along. I have a feeling that the present question is too hazily stated—that it does not make the affirmative duty sharp and definite enough—one gets a real debate out of this subject only once in a thousand or more times. The average debate on the subject is not a debate—it is misnamed.

All the affirmative feels called upon to do, is to state the proverbial economic professor's theories about free trade and sit down. The negative usually struggles hard to dent the free trade theory with some practical instances in which it will not work. That is the debate. The rebuttals are no different. Instead of the spirited argument and the converging of effort upon telling issues—we have two sides setting forth essays on economics of free trade and protection with very little clash or enthusiasm—in fact, the whole affair is hopeless and dead—and neither side has much of a conception of what it is all about. It is all hazy like the statement of the question.

This is perhaps quite natural for out of the statement of the question, the affirmative derives no duties, no burden of proof, and if the negative tries to impose some duties for the affirmative, the affirmative slides out of them saying: "look at the proposition—we don't have to prove anything—at most we only have to show a tendency toward a policy of free trade on the part of the United States." This kills the debate right there —on the spot.

Is this viewpoint correct? Personally, I don't think it is. I feel that the burden of proof is on the affirmative in a debate. If the affirmative assumes no burden, and this is what usually happens in this question, but merely "windjams" for ten minutes constructive and five minutes rebuttal—I feel called upon to decide automatically for the negative. There is no debate until the affirmative advances a stand of some kind and defends it. In a debate of policy—the affirmative must advance some action. If I find these things absent, there isn't any debate and the negative wins. By default, of course —not by anything they have done as a rule, for the statement of the question usually has them buffaloed also.

What is my idea of the affirmative duty to be exact? Well, let us look at the statement of the proposition: Resolved, that the policy of the United States should be directed toward the establishment of free trade among the nations of the world.

Here is the way it looks to me: If the policy of the U. S. is to be directed toward the establishment of free trade among the nations of the world, the United States is to take definite actions to which a sane man may point and say: "look, that action is definitely helping to establish free trade, or is laying foundations for more overt actions establishing free trade. Our policy cannot be directed toward free trade unless we do something upon which a policy may be based or from which it may be derived or deduced.

When I get only a restatement of the free trade doctrines and the assumption that these would be best applied to the dim and distant future of the United States, I want to know WHY? and HOW COME? And if the affirmative doesn't tell me and give me definite ways in which we may follow and establish such a policy, I am not interested. I can go to sleep and award the debate to the negative. Or, if they are too rotten to excuse such a ballot, I can say the affirmative were better speakers, therefore, they did the better debating—but if there was no debating—what a lie that is!

What are my ideas of what are definite actions the United States may take to show that it is directing its policy toward world free trade? Well, it isn't up to me to debate the issues for the affirmative, but how about showing that we are a creditor nation and must assume that kind of leadership, and that it means lending money abroad and rehabilitating the nations so that trade can be revived, that it means getting the tariffs off so trade can flow; that a creditor nation must make it possible for its loans to be paid back with goods. I can conceive of the affirmative getting into a real argument here, for surely some one will raise the exchange difficulty and the debate may have a chance to roll on at least one issue.

Or, how about taking the danger of unemployment in our country and our need of a market to save our prosperity—then coming at the loans and all we have to do to revive the nations and get goods flowing. Then what about this exchange difficulty and its twin argument

that it will lower our standard of living to accept goods in payment, for fear they will compete with our own products. I sincerely believe there is a debate here if the affirmative will accept responsibility for some action that will establish the direction of our policy.

I have tried here to suggest only—not to go into the ramifications of these suggested arguments. After all, that is not my job—I am only coaching, or trying to get someone else interested in the job.

What do I think of the exchange difficulty? Why, I think it is like the famous story of Mark Twain's death —greatly exaggerated. I can only suggest the working out of a refutation to such an argument, but suppose you regard trade as multilateral instead of bilateral. Where exchange might stymie trade between two, the thing can always be arranged if many trade, for someone will have something we can accept and allow to enter these United States. We are not self-sufficient—we can use tin, rubber and innumerable things. Someone is going to sell them to us and establish exchange. Perhaps with that exchange, he as a trader, will choose to trade his credit in the U. S. for beef or wheat from Argentine. Argentine then has exchange on us and may buy machinery and manufactured products she greatly needs but cannot get from us because we refuse to buy wheat and beef from her. The only problem in this exchange business is getting enough of it out abroad in the world. We must buy more than we sell, or we must lend, so the world can buy from us. We can't be the leading creditor nation unless we do this—not to do it is a crime against humanity in its present state of chaos and destruction. If the United States did these things deliberately as a matter of policy would she not be shaping things for the establishment of free trade? I think if an affirmative went into this and advocated definite action like loans, and definite buying, to rehabilitate the world trade, that I would be inclined to say they were accepting the burden of proof. What happened after that would be a matter of who did the job better—affirmative or negative.

Nor am I saying that this is the only line of thinking I would accept—it is just one suggestion. I am merely impatient with no debate—and with hiding behind obscurity and haziness to escape obligation. I am sick of that kind of statements and that kind of debating.

To come back to the original question—can we ever get a debatable statement out of a group of educators? I am beginning to despair of it. There are too many conflicting viewpoints to be satisfied, and when all is compromised—you have nothing left—that is of value. Maybe we need to devise a better system of choosing debate questions. They used to be better, when, like Topsy—they "just growed."

What about that negative argument that Free Trade will never work because World Trade is on such a different basis, that everything is futile until there is a world authority? For instance, in one country trade is a matter of individuals, companies, corporations, in another country, it is the government that does the foreign trading, in other countries it is a matter of international cartels. Trade on such a foundation is unfair and Free Trade would only make it worse. Without a world government or authority to insure justice and the equalizing of trade conditions, freedom would only lead to anarchy. We'd be better off as we are with national protection. It is a good argument. Sounds convincing, but—

There is one thing more powerful than governments —even as traders—and that is money power. It makes and breaks nations. What about the power of one big creditor nation, then? Is that the U. S.? If so, why can't our voice be powerful? Through its money control of its debtor nations it can crimp international cartels. Perhaps it isn't entirely hopeless for the U. S. to advocate a policy of free trade if it has the money power. O gee, I suppose I shouldn't have butted in and indicated an answer to this pet cartel argument I heard bandied about so at the last tournament.

Next, what about this lowering of our standard of living argument? Why can't a creditor or money power nation gradually force an international currency upon the world. If an hour's work was the same in China as in the United States (and why not take advantage of China's inflation to work out something) our danger from low wages abroad might not be so great. For if the Chinaman was paid a decent wage, he would have decent purchasing power — and our standards would converge. It would be better for both of us and the world, and for world trade. Why shouldn't the U. S. use its financial power to bring just such a situation about? Would that not be working definitely on a policy of establishing free trade—it would be getting a fair basis for free trade. You can do most anything if you have all the money to redistribute. Yes, I suppose this brings Bretton Woods and innumerable other things into this debate. The trouble is one has to know too much about too many things to debate this subject!

International Trade

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have a favorable balance of trade is not only a fallacy, but in the long run, it is a physical impossibility viewed from the world standpoint. All nations cannot sell more than they buy, for it is true that a nation, like an individual, buys with that which he gains by selling. A favorable balance of trade is relatively unimportant, as it includes only merchandise. The balance of payments, which shows the total of a nation's transactions including interest on investments, insurance premiums, freight charges, and other invisible items, determines a nation's welfare. England, from 1849 to 1925, had with few exceptions, an unfavorable balance of trade, yet it experienced during this time its greatest national prosperity.

One of the commonest and most plausible arguments for a tariff is that foreign goods must be kept out of the country so as to protect the American worker against cheap foreign labor. It is said that American producers

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HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: that every able-bodied male citizen of the United States should have one year of full-time military training before attaining age 24.

THE NEW HIGH SCHOOL SUBJECTS

About 25 persons gathered at the first session of the Committee on Debate Materials and Interstate Cooperation at 10:30 a. m., Dec. 27 at the National Speech Convention at Columbus, Ohio. This group gathered at the Deshler-Wallick Hotel, Mr. Harold G. Ingham, Chairman of the Committee presiding, and listened first to four papers presented on possible debate subjects for next season.

T. C. Bond of Niles High School, Niles, Ohio presented the subject of Free Public Medicine. This is, of course, our old friend Socialized Medicine of a few years ago which has already been used by the high schools once as the National Subject—but this is a new high school generation now.

Grace Walsh, of Eu Claire State Teachers' College, Wisconsin gave a discussion of "The Use of Atomic Energy."

Lloyd W. Welden, Maplewood High School, Maplewood, Mo., presented the subject of World Government.

E. E. Harrington, University of South Dakota, could not be present but sent his paper on the "Missouri Valley Authority."

A list of almost a hundred possible subjects submitted from various state leagues and chairmen of state organizations were distributed to the persons at the meeting, and then after a brief discussion, the chairman appointed committees on four different fields to canvass the situation and bring back recommendations to the next session.

The committees were:

On Free Public Medicine: T. C. Bond, Chr. C. M. Schindler, McKinley H. S., Canton; and Miss M. E. Vandenbark.

On The Missouri Valley Authority: Louis Clifton, Chr. M. F. Sprunger, and Lynn W. Thayer.

On World Organization (including Atomic Energy): Lloyd W. Welden, Grace Walsh, Cole S. Brembeck, Manchester College, Indiana.

On Other Topic Fields: A. Craig Baird, Univ. of Iowa, Chr.; Arthur Secord, Univ. of Brooklyn; Donald E. Hargis.

At the second session in the afternoon, each committee recommended some definite topic for further consideration. After considerable discussion the Conference selected the following three subjects to be submitted to a preferential vote of the various state organizations and leagues.

1. Complete medical care to be made available by the federal government to all citizens at public expense.
2. The several nations shrould establish a federal union patterned from the principles of the United States
3. Federal Regulation of labor unions.

Government.

WORDING COMMITTEE

Pursuant to the practice in preceding years, the committee acted after the close of the conference to appoint a Wording Committee which is to present recommendations to the Committee on Debate Materials on the wording of each of the three propositions. The following persons have been asked to serve as members of the Wording Committee:

Dr. A. Craig Baird, Iowa State University.
Dr. T. Earle Johnson, University of Alabama.
M. F. Sprunger, Illinois H. S. Association.
L. W. Welden, Maplewood (Mo.) High School.
Dr. Bower Aly, University of Missouri, Chairman.

HOW SHALL WE VOTE?

It is annual voting season for the high schools and state debate leagues, for next year's subject must be selected and preparations made to gather the material

needed against next fall's demands. We have before us three subjects:

I. HEALTH INSURANCE OR FEDERAL GOVERNMENT MEDICINE

Not many years ago the high schools debated State Medicine. It made a good debate subject. That generation of students is gone, so perhaps a return to the subject in a different guise is apropos. Personally, it is not a subject we crave to work on, but many high school coaches have a fondness for this discussion and it may win the vote. At least it has a good chance to win. Here is a preliminary suggestion of bibliography for those who would like to read a bit before deciding.

READING LIST ON GOVERNMENT MEDICINE OR HEALTH INSURANCE

1. Books and Magazines:

Aly, Bower—Socialized Medicine, and Handbook and supplement. Lucas Brothers, Columbia, Mo. 1935.

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FEDERAL FORM OF GOVERNMENT FOR THE WORLD

The second suggestion for a debate subject is perhaps the largest of the three, and the most important. The atom bomb soon convinced us all that the U.N.O. was outdated and that something more vital and authoritative was needed to govern the international affairs. To

an American nothing is more logical than a government founded upon his own. That there are better forms for a world government there is perhaps no doubt, and that makes this proposal a good one, as there can be counter-plans or opposition to the federal plan and many alternatives for the negative. The colleges found this an excellent subject when they debated it and the high schools no doubt will find it an excellent subject if they choose it. The Editor of this Magazine recommends it highly.

Bibliography on this subject is so extensive and covers several years (in fact all of the war years) so we are refraining from giving an extended list here. Those wishing to read up on this subject can find material easily.

FEDERAL REGULATION OF LABOR UNIONS

The strike situation brings this subject into prominence. Anyone the least familiar with the labor situation knows that the subject of making the unions more responsible and more amenable to public welfare and the law is now a pertinent subject. The colleges debated this subject at the time we were entering the war and it was an excellent debate subject, but at that time the world organization subject was more attractive and succeeded it before the season was over. The high schools could find a much worse subject to debate than the control and regulation of the unions. It is a subject that can be recommended highly.

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SOME COMMENTS ON THE COMPULSORY MILITARY SITUATION

By E. R. Nichols

Is Compulsory Military Training an essential part of preparedness for war in the future? If America could make up its mind about this, perhaps something would happen. However, as long as minds are divided over three or four significant things such as a single defense department, control of the Atomic bomb, and the potency of the UNO in organizing permanent peace, this country is not likely to reach a decision. No one seems to know what to do, no one seems to be able to see the truth about all the complicated problem of National Defense. For some, it is air power and plenty of overseas bases, for others, it is keeping the secret of atomic energy. The upshot of it all is nothing is done about National Defense.

That there may be a swing back to strong national power rather than trust upon international action through the UNO is a logical result of the power politics we have been treated to in the last few months. If the UNO were founded upon a world democracy such as manifested itself in the union of the American colonies and their development into the United States of America, there might be hope of a world organization getting somewhere, but another league of nations dependent upon power politics is not likely to succeed any better than did the original league. What has this to do with military defense—well—perhaps everything. It certainly makes military defense desirable and logical—in fact inevitable. But what kind of defense? And so we are back to the original question? the $64 question?

To those interested in Compulsory Military Training—this question is pertinent—will compulsory military training help in any way to place our country in the proper defense situation—considering the type of war the next one is likely to be. The immediate and unthoughtful answer is "No," but is this the correct answer? It depends upon two things—the nature of future war and the nature of future military training.

First, the nature of future war—There is pretty general agreement that it will be total war—population against population—not army against army. There is general belief that it will be a tremendous scientific and mechanical war—a war of rockets, atoms, remote control of planes and deadly weapons—a war of deadly gases and disease germs. How to defend a country against these things presents a problem for the future

military strategist. Underground fortification and refuge from the terrible missiles of destruction that the next war may bring forth may be death traps for poison gases heavier than air to invade and disease germs to haunt that thrive beyond the reign of sunlight.

Then there is the sudden blow—the surprise atom bomb attack that gives no time to seek refuge—no time to prepare. What does it all mean—that we should discover what preparedness implies—and get ready. Unless that is done the safety of America cannot long be implied. The strength we now have will have soon ebbed away into civilian life and lost its military cunning. Without definite steps toward a strong military, we shall soon behold our country thoughtlessly unprepared, a very likely prey to any criminal, maurauding nation looking upon our prosperity and riches, our material wealth with covetous and envious eyes.

What part will military preparedness have in our total preparedness for total war? If designed and carried out with vision and intelligence, and scientific foresight, it might become an invaluable aid to total defense. First, we shall want total discipline. When the sudden blow initiates the Third World War, we shall want instant action—not panic and dismay. Careful organization and discipline ahead of time, training against the hour, could be the most sensible thing we ever did. After the necessary discipline to avoid panic, and to carry us immediately to our pre-organized and planned station in total war, a scientifically trained populace—educated in production—communication—transportation—and efficient dispatch in returning the envious blows of a suddenly furious enemy—might give us a chance to recover from a surprise attack and serve in launching a return offense that might be our salvation. I would not like to be one to say that military training and discipline for our entire populace would not be valuable in total war. Besides avoiding panic, and keeping us steadily at the task of reaching our military station in order to promote our defense, future military training might furnish us with the trained military and scientific minds that could solve the problem of coping with the future military weapons. Training could be devised that would be worthy of the name education, and it certainly could be given without militarizing us. Personally, I could never see any honesty in that argument of military training militarizing us. It is just so much piffle. You can't militarize an American. What happens when a war is over? The men all want to get out and go home. Uncle Sam can barely keep enough men interested in his service to carry out our post-war obligations. You just can't militarize Americans, they are not interested, thank you.

I am for military training if it is educational, scientific, and practical in making a superior population of Americans, in knowledge, self-control, and effective organization. We must know what to do and how to do it, when total war arrives. It must all be planned and organized. It must face all eventualities. It must be a training in adaptability and quick adjustment to circumstances.

Most of the stock arguments pro and con on military training leave me cold. They do not mean anything compared to the argument that we must be organized and prepared for anything when total war arrives. I maintain that there is a training that will get us ready, if we can bring ourselves to trust our leaders charged with military defense. I know they have been wrong many times and can be wrong again, but that is not a good excuse for not trying to find a safe way for America. Even if wrong, we'll be better off for having tried.

The old argument that we would offend the other countries if we trained our men, that we would be breaking faith with those who died for a better world that we must achieve through world organization, and that we would betray this world organization if we didn't trust it and prepared in a military way gives me a laugh as long as we are bound hand and foot by power politics. Americans are so simple-minded; they think the world keeps steady and admiring eyes upon all they do and that they set the patterns for all to follow. Piffle! The other nations respect strength and nothing else. They vote with a will to follow POWER. When we disarm and destroy our armament, do they follow suit and destroy their armaments—I'll say they do not—they calmly accumulate some more armament. They have no penchant for American idealism, and they don't kid themselves about setting any examples.

Then there is that idiotic argument—Who is the enemy? Implying that conditions in the world will remain as they now are when we all know that there is nothing so certain as change. The friend of today may become the enemy of tomorrow, the ally now may turn to a dangerous foe — how do we know what changes the morrow may bring forth. The contention that we must have an actual enemy instead of a potential one is absurd. It lacks imaginative concept.

And then the argument that we must not have any military force because we don't know how much force we shall need, is a lolly in simple-mindedness. It's as logical as making a desert trip without water because one doesn't know how much he can drink.

And the argument that it would cost too much and the money would all be wasted because the training would not last and periods of retraining would be necessary. No matter what it costs to be safe, it costs everything we are and have and hope to be—not to be safe. And what's a little period of retraining to get up-to-date! There might be time for that, when there wouldn't be time for total training. Re-conditioning begins a long way in advance of beginning training.

Then there is the argument that military training is bad on the morals of young men—a serious indictment if true. Harry Hopkins has made the most sensible reply to this contention. He says compulsory military training will be on the spot. It will have to deliver the goods, or it will be kicked out unceremoniously by the American public. And he is right. Unless it delivers, it is soon discredited and out. America is not in the mood for any

monkey-business. Either military training contributes more good than evil or it is through.

Then there is the hapless argument that we can get our youth educated and trained for health better in some other way if that is what we want. Piffle, why aren't we doing it then? The statistics show that our youth are not very fit and healthy and we do nothing about it. Government interest in the G I's education probably isn't a bad thing. Whether we get far with it or not, at least we raise the public level of education somewhat and that in itself is a good thing.

Then there is the argument that the mass army is outmoded as we face a scientific machine war? How come it's to be a total war then? Oh, just in its effects! Piffle and likewise pish! Total war is mass war—how can you outmode mass war? Are you going to have something less than total war? That's what *you* think! But suppose you prove it. The more terrible the weapons become, the more population is threatened.

Then there is the crazy idea that the munitions makers are behind the military training movement, so they can sell munitions. Just who are these unpatriotic demons—the munitions makers? Do they make paint and varnish and typewriters and sewing machines in times of peace or are they stirring up strife all the time behind the nations' backs? What a preposterous idea!

Well, I don't seem to have much use for the Negative—do I?

There are some affirmative arguments I don't particularly care for. When Mr. Poling enthusiastically affirms that compulsory military training will bring youth together in the greatest chance to mold their religious life and character and make great men of them, I find myself smiling wanly. I respect Mr. Poling greatly but not his contention. I sort of know better. I was in the army once myself. The tendency of the army isn't to uplift—it is to break down. I would not want the training under the army and military too much—give the educators a chance in the plan and if you please the religious influences also. If this is what Mr. Poling meant I am with him. It would be a great chance to lead to better things but don't expect too much.

I see no reason for arguing that military training brings health. If so, a welcome by-product, but not a major affirmative reason for such training. Unless we need it for our safety, why spend the money and lose the time? I am against losing the time—I want the training profitable, useful, educational, scientific, practical, sensible, beneficial to the individual and to the country.

I am an optimist, am I! Well, if we can't have militraining in its most worthy form, why have it?

Again, just because military training alone isn't the entire answer to our problem, is no reason for neglecting to avail ourselves of what it will contribute in the total program of defense.

Finally, there is that last big squawk! It will initiate an armament race! Do tell! Wouldn't that be tragic! But if the race is on anyway—and what else did the Atom Bomb accomplish, I ask you—what is the sense in being left at the post—a mild Ferdinand, smelling the posies—while the world burns?

Anti-Strike Legislation

Continued from Page 28 Column 2

black-listing him, taking away his gas coupons, and reclassifying him in the draft. This has only been used as a last resort.

GEORGE: It seems quite difficult to force decisions on the laborer, doesn't it?

DICK: I'd say impossible. I think we're all agreed that anti-strike laws are very necessary during wartime, regardless of no-strike pledges. But how about the worker's point of view?

RICHARD: Naturally, he is afraid to let the unions lose any of the powers they have right now. He remembers the days of the late 1920's and early 1930's—he remembers the sweat-shop conditions — working 12 hours a day for ten or twelve dollars a week.

GEORGE: And he also realizes the benefits of the safety devices on his machines—devices his union has gotten for him. He has decent wages now, with hours that enable him to live like a human being. He has good lighting, so that his eyes won't wear out in a few years. He has collective bargaining, so that he may be given a voice that will be heard with that of his employer.

DICK: Naturally he resents strongly any limitations put upon him or his union.

AL: We can see, for example, the strong opposition by labor against the curfew on entertainment, which goes into effect tonight.

GEORGE: People will have to realize that under present conditions a certain amount of liberty must be restricted in favor of more important needs.

RICHARD: When the war is over the United States will probably have an immense economic responsibility. Our supplies will be needed in war-torn countries. Our veterans will want permanent positions. Industrial peace will be just as essential then as now.

DICK: Then, too, we will have an enormous problem in our own factories. There will not be anywhere near as great a demand on the factory as there is during the war. What will these factories, such as Wright's, do with all the help they have? There is only one answer: wages will have to be lowered, help will be discharged. There will be an enormous problem with the unions.

GEORGE: How is that?

DICK: It will be extremely difficult to persuade them to accept lower wages. They will insist that the industrialist bear the brunt of loss, and the industrialist will be discouraged from participating in industry, thus cutting down on the total help. The result is an obvious vicious circle. Unless some restrictions are placed on the over-powerful unions now, there will be no chance of limiting them after the war without at least some physical violence. END

ORATORY SECTION

EVAN E. ANDERSON, Editor

THEY ARE NOT MIND READERS

ROBERT W. ECKERT
William Jewell College

ON WEDNESDAY, March 7, 1945, at 3:49 p. m., a dust-covered dispatch rider rode his motorcycle recklessly, scattering right and left the crowd in front of a small field headquarters. With the smell of burned rubber, he stopped in a cloud of dust. With a click of the heels of his military boots, he gave a precise salute and reported: "The Americans are nearing the approach to the bridge." The German officer looked at his wrist watch and said:

"It is 3:50. We will blow it up at 4:00 as the orders read." His face became livid at the mere suggestion of disobedience of orders. You know the story. At 4:00 the quick-witted Yanks had already crossed and captured the Ramagen bridge. A week later the German radio announced that the four officers responsible for the failure to destroy the Ramagen bridge had been executed for dereliction of duty. Ironical, is it not, to be executed for following orders? The beginning and the end of this little story are both typical of the Nazi mind. It needs no expansion.

We do not have the Nazi mind in America. We abhor it. We are fighting to rid the world of it. However, we do have in America highly organized pressure groups which are blatant and articulate. We have cunning lobbyists who, although neither blatant nor articulate, are equally to be feared for their power. We have the large mass of Americans who, because of their indifference, lack of initiative, or because of their sense of helplessness, have begun to accept without question and without thought whatever is done. These three main divisions of our citizenry are essentially the groups from which Nazism and Fascism arose in Europe. Given the right conditions, a brand of regimented thinking could gradually take hold in the United States.

One evening recently, reading the newspaper, I came upon three items. In Detroit, because two men were fired for sleeping on the job at the Continental Motors war plant, 7,000 workers went on strike in protest—despite the urgent need for the war material they were producing. In Miami, Florida, there are today 629 New Yorkers on vacation who are receiving unemployment compensation from the state of Florida at the rate of $18.00 a week. Upon arriving in Miami, these New Yorkers register at the federal unemployment office, and report once a week to see whether there is a suitable job, — which, of course, there never is. This means that Florida's tax money is being spent at the rate of $11,000 a week in one city for this racket. The New Yorkers have complied strictly with the federal law and are legally entitled to such compensation. In Washington, Secretary of the Navy, James V. Forrestal, has proposed that the thirteen international communications companies be merged into one company which is to be supervised by the government in such a way that all information of whatever nature coming into the United States from all the other countries of the world and all information going from the United States to all the other countries of the world must pass the strict censorship of a government bureau.

Three isolated incidents in one evening's reading. Each of you here today could enumerate similar incidents. I need not philosophize upon these incidents. They carry their own philosophy. Of course, none of us here today desires totalitarianism in America. All cherish the hope that totalitarianism can be prevented here in America. But may I remind you of the frequent remark of the one man who probably had the best understanding on this continent of totalitarianism. The late Huey Long

often said: "Totalitarianism will sweep America in the guise of anti-totalitarianism."

What is this way of thinking, this attitude of mind, that is laying hold of America?

It is the attitude that says, "Let the government do it." It is the attitude that says, "Let the next generation pay for it." It is the attitude that says, "My vote won't make any difference." It is the attitude that asks, "What do we pay congressmen for?"

It is the insidious growth of this philosophy that is alarming. Like an octopus its malignant tentacles of thought are strangling the independence of mind, the responsibility of the individual, that American citizens once held dear.

It has been asked before and it will be asked again, "What will happen to America after the war?" That great news commentator, Earl Godwin, has given probably the best summary, not only of what the boys are fighting for but also of what these same boys expect when they return. Mr. Godwin has made this sumumary in twenty words: "Our boys are not going to be willing to stand in line and do just as someone tells them."

Just who will have the primary responsibility for seeing what is done? You may not pass the matter off lightly by saying, "The American people." The pressure groups know where this primary responsibility rests. I am careful not to call any of the pressure groups by name. I am discussing fundamentally the principles involved. On whose shoulders does this responsibility mentioned by Mr. Godwin rest? Any school boy can answer the question.

It is the Congress of the United States that determines our American way of life. These 96 senators and 435 representatives are the ones responsible. Ours is a representative government. It is not a democracy. We speak of our democracy, but it is only our ideals that are democratic. The governmental principles used to carry out these ideas are those of representation. Each of us in this room today has three direct representatives in the Congress, one congressman and two senators. They are not remote, far-off paladins or paragons. They are not, for the most part, scheming and conniving politicians. They are our representatives.

Do you want to help curb the trend toward totalitarianism in America? Do you want to do your part to help make it possible for returning service men not to have to stand in line and be told just what to do?

I am going to ask you a rather pointed question. In fact, it is a personal question. A moment ago I said that each of us has three representatives in the Congress of the United States. Here is the question. How many of you have written letters to your two senators and your one representative? These three have received thousands of letters and personal calls from the pressure groups. Do your senators and your congressman know what you are thinking? They are not mindreaders. They cannot know unless you tell them. Do you approve of 7,000 workers going on strike because two workers were fired for sleeping on the job? Do you approve of the state of Florida paying eighteen dollars a week unemployment compensation to New Yorkers on vacation merely because they have complied with the federal law? Do you approve of Secretary Forrestal's proposal that all means of communication between the United States and other countries should be under the censorship of a government bureau?

If you do approve, write letters to your two senators and your representative. If you do not approve, do the same thing. Doubtless there will be other incidents coming to your notice of which you approve or disapprove. You have no right to object to what is happening, if your senators and congressman do not know of your objection. That is what representative government means.

There are fifty college students in this tournament and each can participate in our government; first, by being alert to incidents of national concern, and second, by sharing our views with our representatives. Voting is not enough in representative government. Let everyone here in this room today make a high resolve, a resolution that each shall do his part in government. It is a simple thing. It is as simple as writing a letter. But the destiny of America depends upon action. The pressure groups are not neglecting their letter writing. Are you neglecting *yours?* Remember, that your congressman and your two senators are *not mindreaders.*

III. Elements of Successful Oratory

By E. R. Nichols

Essentials—There are four essentials to successful oratory: knowledge, conviction, action, and eloquence. Knowledge and the methods of gaining it, if we do not possess it, we need not discuss. Conviction implies a definite belief or faith concerned with that knowledge. Action is the resolve to place, and the process of placing, belief or faith about knowledge before fellow beings. Eloquence comprises all the elements that enter into the action of giving that knowledge and belief or faith to others. Cicero declared that without eloquence the greatest gifts were unavailing while with it mediocrity could surpass genius. Eloquence is then the important thing to study.

Eloquence—"There have been many definitions of eloquence," and many discussions of the factors upon which it depends. Daniel Webster insisted that eloquence "consists in the man, in the subject, and in the occasion". William Pitt held, however, that "Eloquence is

not in the man, it is in the assembly." Shakespeare put this theory succintly when he said, "The prosperity of a jest lies in the ear of him that hears it," and "A knavish speech sleeps in a foolish ear." Demosthenes is credited with saying that the power of oratory is as much in the ear as in the tongue. George William Curtis said: "Eloquence is the supreme charm in speech, but where the charm lies is the most delusive of secrets. It is the spell of the magician, but it is not in his wand or in his words. It is the tone of the picture, it is the rhythm of the poem. It is neither a statement nor an argument, nor a rhetorical, picturesque, or passionate appeal. It is all these, penetrated and glowing with the power of living speech—a magnetism, a fascination, a nameless delight. Doubtless all of these testimonies are more or less correct. The subject as Webster points out may have a great deal to do with the matter of eloquence as some audiences will receive one subject enthusiastically and refuse to listen to another which a second audience may become enthusiastic over. Again, a man may fail or a man may succeed with subjects which audiences are enthusiastic over and with subjects which they are prejudiced against. In which case eloquence seems to be with the man. Again, as in the case of Patrick Henry's great effort, eloquence seems born of the great occasion, the great crisis, the supreme moment. Such moments came to Webster, so perhaps giving due credit to the subject and to the famous occasions upon which he spoke, he assumed the rest of the credit himself, leaving the audience out. It is a significant fact, however, that only a Webster can ignore the importance of the audience in the phenomena we call eloquence.

The truth seems to be that there are really three factors to eloquence and that eloquence lies in all three of them singly and collectively as the case may be. The three are: the occasion, the speaker, and the message. Of these three factors the first is passive, or beyond the control of the speaker and the second and third are active, or within the control of the speaker. By occasion many things are meant: the audience, the time (it may be some particular moment or occasion), the place (sentiment surrounding place may have a great deal to do with a speech—witness Lincoln's Gettysburg address, Webster's Bunker Hill Address), and the surrounding details, which may affect the subject (as happenings of note bearing directly on the issue discussed). With the speaker two things are of especial importance: personality and preparation. Personality should be discussed with reference to its part in delivery. Preparation is a matter of getting the speech or oration ready and of training to deliver it. As we are to study the preparation of speeches later we omit that part of the discussion now. The third factor, the message, is in reality the oration which is to be the subject of much of the discussion to come. With reference to eloquence, however, the message has three important divisions: the subject, the central idea or thesis, and the form or organization, in other words the treatment of the message and the appeal presented for it.

Eloquence in College Oratory—In college oratory the occasion is an annual contest of some sort, which the student may feel to be an artificial sort of an affair. The audience is usually composed of college students and their friends. But the contestant should ignore the set affair element in the occasion and treat it as his opportunity to set forth views of his own on some subject which he believes eminently worth while.

He should strive for conviction and belief that will make his message of importance even to an audience which is primarily interested in the contest. If he will treat his opportunity as a real occasion he may make it one. Here the eloquence must rise out of the individual with such help as he can gain from an interesting subject and from a message that is worth while. He will find in the intercollegiate contest the elements of all sorts of occasions in embryo. For instance, audiences can be of three kinds: friendly, hostile, and neutral. Again, they can be cold, prejudiced, judicial, or warmhearted, eager, enthusiastic. It is a great triumph for a college orator to make an audience forget that the occasion is an artificial one, a rhetorical exercise for a prize, and to lose himself and his audience in a discussion of a great problem or thesis or in an appreciation of some great man or cause. He who accomplishes this is an orator.

We've Lost Oratory

By Brother Alexander, F.S.C.
Sacred Heart High School, San Francisco

During a recent tournament one of the speech students with whom I am associated had reason to ask the following question of another coach: "What is the aim of oratory today?" The answer was startling: "Oh, we try to train boys for dramatics and radio work."

We should like to ask, "Since when have dramatics and radio announcing become the principal aims for oratory?" If we should adhere to such a plan of action it appears to me that we are defeating the very purpose for which oratory, the highest form of oral utterance, should be taught in our high schools and colleges. It always gives me thrills to see some boy of mine do well in speech work, because I at least, have the satisfaction of knowing that much has been accomplished in giving to the world another leader.

If we are merely interested in training boys for a personal, an immediate pecuniary reward, and not a very

good one at that, what contributions are the speech teachers of America making toward providing appropriate legislative leaders? What are we doing towards the betterment of America? Towards the safeguarding of our democracy.

We have long had reason to pride ourselves on the fact that in the late and long-to-be-remembered, President Roosevelt we possessed a radio speaker of great renown. But our late President was a genuine speaker first, and a speaker over the radio second. He was an outstanding molder of public opinion on account of the undeniable fact that he trained himself while at Harvard to speak well under any and all circumstances. Of one thing I am sure: he didn't reach his great eminence as a spokesman of the people, by having received training to be a radio announcer.

There is nothing wrong with hoping that some of our speech students will make their way into dramatic work, radio announcing, or some kindred field as a result of our instruction. We can't justifiably take ourselves seriously enough to think that all of our students will become State Senators, or Governors of some energetic state. But if we are teaching oratory it does appear obvious that we should strive for the highest possible standards. You just can't produce great student orators by telling them to reach for the top of the trees when they should be reaching for the stars.

In 1939, I noticed a line of action which was extremely discouraging. It was while attending the national tournament at Beverly Hills that I attended several events in oratory. Every contestant I heard appeared to have very little idea of what real speaking was. There were few gestures; there was a minimum of real feeling in the speaking; there was a stiff way of standing and of taking command of an audience. I say this not to take credit away from the many splendid coaches who had contestants in this event, but there were too many orators who lacked the power of oratory.

In many respects we have, in some quarters, the same kind of speaking tdoay: rather monotonous, rather dull, rather cast in the same identical pattern.

Now I do not advocate the kind of speaking Hitler did. I believe that is going to the opposite extreme. Surely he was the best known proof of what oratory should not do. But there is a place in oratory for stating things with honest and genuine conviction; there is a definite need for the use of persuasion; there is a great necessity for expression of thought and idea with a smooth and cultured flow of emotion. We can not approve of the old canned gestures of the screen and of elocution, but we can raise many a cheer for the em ployment of the head and of the hand gesture which is as natural as taking a long breath of air.

The fault seems to center in the idea that such things as emotion, gesture, and action in speaking are decadent factors in speech. However, such is not the case. Do you want proof? Consider the speeches which were given at the San Francisco conference not more than four city blocks from where this is being written, and see the technique which was utilized. Anthony Eden, Stettinius of our state department, and Molotov of Russia all manifested the fact that in present day speaking there is still need of much genuine feeling.

Look at some of the pictures in the newspapers of

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DISCUSSION SECTION

WILSON B. PAUL, Editor

With the Magazines

ED. NOTE: *In the absence of pressing material on discussion for this issue, this department is given over to Public Discussion for this number, as it has been reflected in the magazines during the fall and winter.*

I. STRIKE LEGISLATION*

H. R. 4908. A Bill to protect the Public and Promote Production by Establishing A Square Deal for All. By Francis Case, Representative from the State of South Dakota.

A FEW weeks ago, in my state, employees of a trucking firm were ordered out in a strike on which they had not voted. And following a vote then taken without the notice provided under an existing bargaining agreement, normally peaceable men set upon and beat up two employees who sought to move and save some perishable food.

Also, in my state, workers in a packing plant not dissatisfied with their wages or working conditions, were ordered to quit their jobs as part of a major strike in the packing industry. That strike so gravely threatened the national health that the President of the United States, carrying over his war powers, seized the packing plants. But livestock ready for slaughter ate enough grain during the shutdown to have saved thousands of people from starving.

And, as I write, a strike of 3,400 tug-boat operators in New York City, backed up by a secondary boycott of 35,000 longshoremen, are tying up the fuel and food

*Submitted as prepared for "Congress Says"—American Forum of the Air by Rep. Francis Case, of South Dakota.

of the nation's largest city. The mayor says 80 per cent of the city's supply is affected.

Throughout the country, it is estimated that over 1,400,000 men and women are on strike. How many thousands more are out of work because the material they need is not forthcoming from the other industries, no one can say with accuracy, but in city after city thousands of people who want to work are forced to layoffs, while in rural districts farmers find it even harder to get machinery repairs than during the war.

And, without the intent or desire of the working people involved, violence takes place. In Illinois two innocent people were shot. In New Jersey and Connecticut, managers seeking to go to their offices to get needed papers are beaten. In Iowa, a manager is locked out from his building. In Kansas City, workers who voted against the packing house strike were barred from the Swift plants by employees of companies who had no relations or contracts with Swifts, whatsoever. And from California, came reports of overturned fruit trucks and picket line battles in the widening industrial war.

At the very time when the nation wants to return to a peace-time way of life, at the very time that the United Nations appeals for the saving of food to avoid mass starvation in large areas of the world, we have a paralysis of production. At the very time, that foremost thinkers warn against inflation, and point to the small supply of goods, our production machine blows up!

I am not citing these things to say that strikers are wrong; I cite them to point out that we are in a mess and that the average citizen has been wholly within his rights in asking: "Why doesn't Congress do something about it?"

Last week, the House of Representatives did something about it. By a vote of 258 to 155, it passed a bill substituting the language of H. R. 5262, which I had introduced, for the language of H. R. 4908 which had been reported by the Labor Committee. The bill, now new H. R. 4908 proposes:

1. To assert and protect the interest of the public in industrial peace.
2. To strengthen and advance the processes of collective bargaining.
3. To erect machinery for mediation when the negotiations directly between management and labor break down, through a board in which representatives of the public can have 30 days, can come in as the equal friend of both parties, and attempt to effect a reconciliation.
4. To preserve the status quo during the mediation periods so that neither party will lose its position in bargaining if the attempt at mediation fails.
5. To establish mutual responsibility for carrying out the contract when it is agreed upon.
6. To preserve domestic peace by outlawing the use of force and violence in industrial relations.

No one maintains that the bill is the last word on the subject. We accepted a dozen amendments in the House. and I for one hope that the Senate will give careful consideration to every proposal sincerely offered for the bill's improvement.

Like every attempt to curb license, this effort has been misrepresented and called names. The bill, itself is the best answer to these untruths. It does *not* provide for compulsory arbitration; labor can still strike when the 30-day effort at mediation expires. There is not a word about fines or jail sentences in the bill. It seeks to curb the use of force and violence with restraining orders. It specifically sets forth that "No order.....or process of any court under this Act shall require an individual to render labor or services without his consent." That is common and constitutional law anyway, but the bill directly voices that protection in so many words.

In the mass of approving mail that I have received from every state in the Union, some have said that the bill does not go far enough. But we are not seeking to establish punitive or recriminatory legislation. The restraints against force and violence apply with the same force against the employer as against the employee—and should. The obligation to keep the status quo during the 30-day period for mediation is just as binding upon management as upon labor.

Labor and management did perform a miracle for America during the war. I have seen the masses of equipment in every theater of war. I have no bias against labor or against management. I initiated the Renegotiation of Excess War Profits by an amendment which I offered to the Sixth Supplemental Defense Appropriation Bill in the spring of 1942. That was an unusual parliamentary procedure adopted to meet an emergency situation. The substitution of the text of the bill H. R. 5262 for the language of H. R. 4908 was an unusual, but not an unprecedented parliamentary procedure. It was done to meet an emergency situation.

An abundance of goods is the one answer to the threat of inflation. The purchasing power of wages becomes less as goods become scarce. Strikes reduce production. Strikes put people out of work and off the payroll. Surely, it is for the common good that Congress seeks to set up procedures under which production can proceed while we work out industrial disputes on the principle of a square deal for all.

LABOR SITUATION AND STRIKES

American 141:48 March '46, Labor's featherbeds—what they cost you. Serlyn S. Pitzele.
Christian Herald 68:7 December '45, Editorial: Strikes.
Collier's 117:14 March 2, '46, Industrial Warfare. Lester Velie.
Newsweek 26:70 N. 19, '45, Lewis-Murray Feud Blurs Start of Labor-Management Meeting.
26:78 N. 19, '45, You vs. Labor. Ralph Robey.
26:31 D. 3, '45, Anti-Strike raises new issues for Industrial Wars in America.
26:31 D. 10, '45, Historic Truman Labor Curbs Aimed at Strikes against Peace.
26:70 D. 10, '45, Failure of talks on Labor peace.

26:120 D. 17, '45, What is fact finding? Raymond Moley.
26:33 D. 17, '45, Unions-Industry both find fault with Truman Anti-Strike proposal.
26:81 D. 17, '45, President Truman eases forward on Labor. Ralph Robey.
27:23 Ja. 14, '46, Strike Wave Rolling to Crest Threatens Essential U. S. Needs.
27:23 F. 4, '46, Strike Tension Eased; Pattern set by dent in Automobile Wage Line.
27:11 F. 11, '46, How not to solve the Labor Problem.
27:19 M. 4, '46, Formula to End Wave of Strikes sought by worried Labor Chiefs.

Saturday Evening Post 218:17 Ja. 26, '46, Was the Labor Crisis Necessary? J. A. Livingston.

Scholastic 47:6 Ja. 21, '46, What Shall Management Manage: Fact Finding Boards.

United States News 19:38 Mar. 1, '45, What Strikes are Costing us.
19:36 N. 2, '45, Basic issues in wage fight.
19:22 N. 2, '45, Can Strikes be stopped?
19:95 N. 9, '45, Guide for raising wages.
19:40 N. 9, '45, Pattern for bargaining.
19:13 N. 9, '45, New Wage Price program; Move for Industrial Peace.
19:38 N. 23, '45, Dimming of Auto-Peace Hopes.
19:11 N. 30, '45, Basic issues in Auto Strike.
19:13 N. 3, '45, Back of Impasse in Strikes.
19:32-33 N. 30, '45, Three sides to a Labor Dispute. Editorial David Lawrence.
19:36 N. 30, '45, Improving Industrial Relations.
19:66 D. 7, '45, About Labor-Peace Machinery.
19:53 D. 7, '45, Press Reaction to Strike Wave and Proposed Remedial Bills.
19:36 D. 7, '45, Search for Anti-Strike Formula.
19:30 D. 7, '45, Future of Labor Controls.
19:19 D. 7, '45, Tax factor in Strikes.
19:14 D. 14, '45, A Remedy for Strikes.
20:34 Ja. 4, '46, Fact Finding Boards.
20:30 Ja. 18, '46, Experiment in Mediation. David Lawrence.
20:11 Ja. 18, '46, Applying remedy for strikes—wage and price increases.
20:13 Ja. 18, '46, Who pays Striker's bills?
20:30 F. 15, '46, Mediation as a Strike Law. Basis.
20:46 F. 15, '46, Question of the week—Mediation.
20:36 F. 15, '46, Strike Controls in House Bill; Press Reaction.
20:30 Feb. 22, '46, Profit Control. D. Lawrence.
20:46 F. 22, '46, Easier Path to Wage Rises.

Among the many discussions which have occupied public attention are the following which in several instances have debating characteristics. They are presented as suggestions which debaters and discussion and extempore contest managers might wish to consider using:

ARE WE LOSING THE PEACE?

American 141:12 Apr. '46, Is World Government Possible? Arthur Kornhauser.

Collier's 116:14 Dec. 22, '45, The United States of Europe.
117:16 Ja. 28, '46, USA — Peacemaker among the Powers. Walter Davenport.

Journal, American Association University Women 39:10 Fall, '45, What's ahead in world Relations. Rachel Conrad Nason.

Newsweek 27:34 Ja. 14, '46, World Weary for Lasting Paece Watches First Assembly of UNO.
27:38 Ja. 21, '46, Good Will, Good Work of World Go Into Drive for UNO Success.
27:34 F. 4, '46, Power Bloc Threat Haunts UNO as Anglo-Soviet Interests Collide.
27:43 F. 25, '46, Young UNO closes first session with Hope, Suspicion, and a Veto.

Rotarian 67:14 Oct. '45, Stronger Than the League. Joseph Paul-Boncour.
67:7 Nov. '45, The Peace is what we made it. Ernest Haycox.
67:8 Nov. '45, San Francisco Just Started It. James T. Shotwell.

Saturday Evening Post 218:14 Dec. 8, '45, The Untold Tragedy of Potsdam. Samuel Lubell.

Scholastic 47:2 Ja. 21, '46, What the Big 3 decided: Areas of World Accord.
47:15 F. 4, '46, Does the UNO go far enough?
47:6 F. 25, '46, UNO—Robust Youngster.

Talks 10:26 Oct. '45, Whose Peace. Ely Culbertson.

Think 11:8 Dec. '45, A Message to the American People. Hon. Clement Atlee.

United States News 19:33 Dec. 7, '45, Dissolving the Big Three.
19:34 Nov. 2 '45, Did Hitler Win the War? David Lawrence.
19:20 Nov. 9, '45, What Russia is Seeking.
19:29 Nov. 30 '45, U. S. Role as member of UNO.
20:26 Ja. 4, '46, The Peace Structure. Pope Pius XII.
20:67 Ja. 4, '46, Progress Report of the "Big 3."
20:26 Ja. 11, '46, Launching the United Nations.
20:19 Ja. 18, '46, Maneuvering at UNO Assembly.
20:15 F. 15, '46, Effect of Yalta Secret Deals.
20:20 F. 15, '46, UNO's First Achievement: Avoiding "Big 3" Split.
20:19 F. 22, '46, Russian Aims, 1946 to 1966. Power equal to that of the U. S.

THE ATOM BOMB CONTROL

American 141:36 F. '46, Who Owns Atomic Power. Frederick G. Brownell.

Christian Herald 68:22 Dec. '45, The Atomic Bomb.

Collier's 117:19 Mar 2 '46, What the Atomic Bomb Really Did. Robert DeVore.
117.18 Ja. 5 '46, I'm a frightened man. Dr. Harold Curey as told to Maclisel Amrine.

Newsweek 26:33 N. 19 '45, Russia Aims the Question Mark in Talks on Controlling the Atom.
26:43 N. 19 '45, Our Groping on the Atom. Ernest K. Lindley.
26:43 N. 26, '45, The Atomic Declaration. Ernest K. Lindley.
26:33 N. 26 '45, Western Eyes Focus on Russia for Next Move in Atom Control.

26:61 D. 10 '45, Should we outlaw the Atomic bomb in war? William V. Pratt.
26:37 D. 17 '45, Black Lesson of the Atom bomb.
26:44 D. 17 '45, Mantle of the Big 3 Falls to Force.
27:30 F. 4 '46, Atomic Bomb: Greatest Show on Earth. E. K. Lindley.
27:48 F. 4 '46, Warships Head for Rendezvous with Doom in Atom Bomb Tests.
27:44 F. 11 '46, Navy Ponders Its Atomic Future as ships head for Test Blow-off.
27:26 F. 11 '46, Mr. Truman on Atom Law.
27:38 F. 25 '46, Canadian Exposure of Spy Ring Turns Doubting Eyes on Russia.

Rotarian 67:8 O. '45, Now that We've Burst the Atom. Arthur H. Compson.
67:14-16 N. '45, Should the United Nations Security Council Control the Atom bomb. Sir Norman Angell, Hatton W. Summers.

Saturday Evening Post 218:14 N. 10 '45, How we kept the Atomic Bomb secret. Joseph Marshall.
218:34 Ja. 5 '46, Is the Atom Terror Exaggerated? George Axelsson.

Scholastic 47:5 Ja. 7 '46, Harnessing Atomic Power for Peace.

Talks 10:3 O. '45, The Mighty Atom. Robert D. Potter.
10:42 O. '45, We Must Control Atomic Energy.

Think 11:5 N. '45, The Story of the Atomic Bomb. Maj. Gen. Leslie R. Groves.
11:15 D. '45, How Much Uranium is There? George B. Pegram.

United States News 19:29 N. 2 '45, Shaping Atomic Bomb Policy.
19:37 N. 16 '45, Anglo-American Issues.
19:32 N. 16 '45, The Atomic World. Harold E. Staassen.
19:34-35 N. 23 '45, Where is the faith? Editorial. David Lawrence.
19:11 N. 23 '45, Proffering the Atom Secret.
19:48 N. 30 '45, Proposal for World Control of Atomic Bomb. Press Views.
19:89 D. 14 '45, Optimism on Atom Bomb.
20:11 Ja. 4 '46, Preparing for peace treaties; Agreement among "Big 3."
20:74 F. 22 '46, Senator McMahon's Atomic Crusade.
20:15 Mar. 1 '46, Action behind the Spy Scare.

CHINESE TURMOIL

Newsweek 26:41 D. 10 '45, Our Best Course in China. E. K. Lindley.

U. S. News 19:19 N. 9 '45, Our Aid to China; Risk of involving U. S. in Civil war.
19:24 N. 16 '45, Our Dilemma in China.
19:21 D. 7 '45, Our Role in China's Turmoil.
19:22 M. 1 '46, New Crisis in Troubled China: Struggle to Control Manchuria.

FOOD SITUATION CHALLENGES AMERICA

American 141:36 Mar. '46, Europe's Danger Spots. Louis I. Dublin.

Collier's 117:22 F. 22 '46, Suffer Little Children. Jacqueline de Mauduit.

Newsweek 27:38 F. 18 '46, Famine Specter Stalks Old World in Footsteps of War, Crop Failure.

Scholastic 47:6 Ja. 7 '46, Hunger.

U. S. News 20:25 Ja. 1 '46, Food Price Increase Coming.
20:29 Ja. 18 '46, Low Stocks of Basic Foods.
20:13 F. 15 '46, Restrictions on the U. S. diet to meet pledges to world.
20:55 F. 22 '46, Ample Food for U. S. in 1946.
20:37 F. 22 '46, U. S. Steps to aid world's hungry.
20:40 F. 22 '46, Limit American Food Consumption.
20:28 Mar. 1 '46, Limit America's Food Supplies to Help Starving People Abroad.

HOUSING HEADACHE

Collier's 117:11 Ja. 28 '46, The Great Landlord Racket. Walter Davenport.
117:20 F. 16 '46, No Place to Live. Frank Gervasi.

Newsweek 27:61 F. 11 '46, Lack of Lumber Blurs Prospect of Rise in Vital House Building.

Rotarian 68:17 Mar. '46, Housing Headache. Robert Moses.

Saturday Evening Post 218:20 F. 16 '46, No Place to Live. Elizabeth K. Read.

United States News 20:57 Ja. 4 '46, Housing Chief with Faith in U. S. Ability to Build.
20:51 Ja. 18 '46, Snags in Supply of Lumber.

Newsweek 27:64 Mar. 4 '46, Wyatt's Plan for $6,000 Houses Runs into Building Cost Trouble.

INFLATION AND PRICE CONTROL

Elk's Magazine 24:8 Mar. '46, They're at it again — another ticker type debacle. Charles T. Ducey.

Newsweek 27:70 Ja. 21 '46, Boost in Steel May Disturb the Truman Straddle on Inflation.

U. S. News 20:46 Ja. 4 '46, Snarl over Price Control.
20:30 Ja. 11 '46, A Losing Battle. D. Lawrence.
20:58 F. 15 '46, Plan to Control Bank Credit.

United States News 20:13-15 F. 22 '46, New Squeeze on Salaries. Formula for Economic Peace.
20:11 Mar. 1 '46, The Perils of Cheap Money.
20:71 F. 25 '46, New Rungs on Inflation Ladder--Spur stocks to fresh scramble.
20:13 Mar. 1 '46, Hitch in Wage-Price Plan.
20:42 Mar. 1 '46, How to Apply Wage-Price Formula.

SINGLE DEPARTMENT OF NATIONAL DEFENSE

Newsweek 26:56 Nov. 26 '45, Eisenhower's Plea for a merger carries extra weight in Congress.
26:63 D. 17 '45, Study in false modesty. Samuel Shaffer.

Senior Scholastic 47:6 D. 10 '45, One Army-Navy Team.

United States News. 19:83 N. 2 '45, Single Head for Army and Navy? Secretary of Navy Forrestal and General George C. Marshall.
19:24 N. 2 '45, Proposed organization for National Security.
19:24 N. 9 '45, Organization of Armed Forces as Proposed by the War Department.
19:25 N. 23 '45, Back of Army-Navy Friction; Rival Plans for joint defense.

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SPEECH CONTEST SECTION

TWENTY-FOUR YEARS OF PI KAPPA DELTA RECORDS

By E. R. NICHOLS

Two periods in forensic history have always held great interest for me: one is the seventy-five years of college oratory initiated by the Interstate Oratorical Association about 1875, and the other is the initiation, growth and development of the Pi Kappa Delta Period in forensics. As a college orator I was a participant in the first in a small way. As a founder and worker in the early days I have been an active participant in the latter—especially as one of the competing coaches in the organization.

Someday I hope to put my reflections about that period of college oratory in print. Just now I have before me a collection of the convention speech activities of Pi Kappa Delta. Perhaps you, too, would like to look at the 24-year record. Now that the war is over and a new day is dawning, bright with renewed hope and promising of greater achievement than our last period of peace—here is the record—to sort of set a pattern—to furnish an inspiration—for the future.

PI KAPPA DELTA CONVENTIONS

Topeka 1916: An organizing convention. No contests.

Ottawa 1918: Exhibition Debate: Ottawa and University of Redlands.

Sioux City 1920: Exhibition Debate: Morningside College and University of Redlands. Oratorical winner: Jacob Trefz of Morningside; The Demand of the Hour.

Indianola 1922: Exhibition Debate: Simpson College vs. University of Redlands. Oratorical winner, Habeeb J. Skeirik, Nebraska Wesleyan; The New American.

Peoria 1924: Oratorical winner, Simon Heemstra, Hope College; Our Uncrowned Kings. Women's Oratorical, Dorothy Thomas, U.C.L.A.; The Power of Youth. Extempore, W. E. Clark, Macalester College; Federal Farm Credits. Women's Extempore, Catherine Yoder, Bradley Polytechnic; The Literary Test.

Estes P. 1926: Debate, Men: College of Emporia, John M. Brewster and Arlo Choguill; runner-up, Northern State Teacher's, Aberdeen, South Dakota. Debate, Women: Baylor College for Women, Belton, Texas, Martha Hardy and Cora Whitley; runner-up, Southwestern College, Winfield, Kansas. Oratory, Men: Roger Walsh, University of Redlands; "Wheels Without Souls." Women: Frances Goodhue, Nebraska Wesleyan; "Doors." Extempore: R. E. Hedberg, K.S.A.C.; American High Standard as a Cause for Crime. Women: Marian Dailey, Macalester, Minn.; Influence of the Movies on Marriage and Divorce.

Tiffin 1928 Debate: Men: College of St. Thomas, Daniel McLaughlin and Floyd Keogan. Men: Runner-up, Hastings College, Nebr., Edward S. Betz and Roland Probst. Women: Monmouth College, Doris Featherstone and Janette McCleary. Runner-up, Southwestern College, Winfield, Kansas, Edith Stewart and Freda Scoggins. Oratory: Men, Walter Upton, Morningside; The Cost of War." Women: Genevieve Temple, U.C.L.A.; Beneath American Roofs. Extempore: Men, Alden Russell, Wm. Jewell College; What Does a Newspaper Owe the Public. Women: Violet Johnson, Hamline; The American Home in the Small Town.

Wichita 1930: Debate: Men: Gustavus Adolphus, Minnesota, Edgar Carlson and Wilton Bergstrand. Runner-up, Bethany College, Kansas, Lorin Sibley and Emory Lindquist. Women: Southwestern College, Kansas, Irlene Moore, Evelyn Hunter and Phyllis Burgess. Runner-up: Michigan State College, Mildred Patterson and Erna Patch. Oratory: Men, Veryl B. Pitts, University of Wichita; The Lone Voice of Democracy. Women: Wanda Morton, West Virginia Wesleyan; The Rock of Ages. Extempore: Men, Charles Hackler, Wm. Jewell, The Recruiting and Subsidizing of Athletes. Women: Edra Miller, Friends University; The Influence of the Automobile on The Future American Home.

Tulsa 1932: Debate: Men, University of Redlands, Mason Frost and Marvin Dean (Undefeated). Runner-up, Wm. Jewell College, Millard J. Berquist and Arthur Roy Kincaid. Oratory: Men, Oliver Witterman, University of Wichita; The Skeleton in the Chair. Women, Wanda Hayden, U.C.L.A.; It Can't Be Done. Extempore: Men, William Snow, University of Toledo; Cermak, Illinois and Tammany. Women, Blossom Mills, University of Redlands; Modern Advertising in its Effect Upon Public Taste.

Lexington 1945: Debate: Men, Gustavus Adolphus, Minnesota, Millard Ahlstrom and Kyle Montague. Runner-up, Augustana College, South Dakota. Sig. Mickelson and Keith Case. Women: College of Pacific, California, Marian Gealey and Janet Manning. Runner-up: Kansas S. T. C., Emporia, Ida Johnson and Dorothy Adamson. Oratory: Men, James Pease, Franklin College, Indiana; Comedy or Tragedy. Women, Ethel Mae Gunnison, Hastings College, Nebraska; Bargains in Sweat. Extempore: Men, Willard Pedrick, Parsons College, Iowa; Future of Farm Or-

ganization. Women: Laura Kneidl, Sterling College, Kansas; Modern Woman's Heritage from the Pioneer Woman.

Houston 1936: Debate: Men, College of St. Thomas, Minnesota, Abraham Kaplan and Robert Sheran. Runner-up, Baylor University, Texas, J. W. Bruner and Paul Green. Women: Baylor University, Texas; Helen Harris and Helen Neeley. Runner-up, Drake University, Iowa, Kathryn Coons and Jane Gibson. Oratory: Men, Francis Milton Smith, Augustana College, South Dakota; Around and Around They Go. Women, Betty Barker, Nebraska Wesleyan; White Carnations. Extempore: Men, Carl Weston McIntosh, University of Redlands; The Good Neighbor Policy of Franklin D. Roosevelt. Women: Marjorie Collins, Yankton College; The American Stage as a Field for a Career.

Topeka 1938: Debate: Men: St. Olaf College, Minnesota, Gordon Mandt, Ansle Severtson and Kenneth Barger (Undefeated). Runner-up, about 8 teams were only 1 down. All ranked superior. Oratory: Men, Tie: Otis Aggert, Jr., Western Ill. Teachers', Shadows; and Delmar Nuetzman, Nebraska Wesleyan; Steel Spike. Women: Ellen Farish, Alabama College; "I Knew Mary. Extempore: Men, Tie, Carl Lundquist, Sioux Falls College; Democracy vs. Fascism; C. J. Humphry, Baylor Univ. (Texas); The Future of Democracy in Central Europe. Women: Constance Burkhardt, Wm. Jewell College, Mo.; What Constitutes Success for the Career of Modern Woman.

Knoxville 1940: Debate: Men: University of Redlands, William Roskam and Carl G. Burness. Runner-up, Augustana College, South Dakota, Wyman Wumkes and Kenneth Raschke. Women: Baylor University, Texas, Lois Mallon and Barbara Roberts. Runner-up, Augustana College, Ill., Marjorie Baumgarten and Victory Pearson. Oratory: Men, Gene Worrell, Wake Forest College; Liberty That Enslaves. Women: Lynne Anderson, Nebraska Wesleyan; Misses Anonymous. Extempore: Men: Carl G. Burness, University of Redlands; Radio and Democracy. Women: Lois Mallon, Baylor University, Texas; Will the Extension of the Forum Movement Counteract Threats to Democracy?

St. Paul 1942: Debate: Men: University of Redlands, Robert Newman and Rowan Lunsford (Undefeated). Runner-up, several were only 1 down. Ranked Superior. Women: Kearney State Teachers, Nebr., Virginia Henline and Charlene Hansen. Second, East Central Teachers' College, Ada, Okla., Wanda Jean Graham and Mary Helen Holloway, and College of Idaho, Lucile Walker and Grace Shockey. Oratory: Men: Jerome C. Rosholt, Luther College, Ia. Women, Nola Nies, Hope College, Mich. Extempore: Men, Robert Newman, University of Redlands, tied with Wayne Kuykendall, Linfield College, Ore. Women: Virginia Henline, Kearney State Teachers; second, Reba June Long, University of Redlands.

DISCUSSION SECTION

Continued from Page 46, Column 2

19:34 No. 30 '45, Support for unified command.

18:81 N. 30 '45, Air power and the future.

20:30 Ja. 4 '46, Question of the Week—Single Defense Dept.

20:36 Ja. 11 '46, Question of the week—Single Department of Defense.

20:46 Ja. 18 '46, Question of the week—Single Department of Defense.

PROFIT MOTIVE

Rotarian 67:29-29 O. '45, Production for Use or Profit.

68:20 Mar. '46, Tie Wages to Profit; Debate. Yes, Willard Shelton. No, Malcolm W. Bingay.

Newsweek 27:65 '46, Profit Split Planned by Johnson Seen as Doubtful Strike Cure-all.

United States News 19:53 N. 23 '45, OPA's Profit Control Policy.

20:30 F. 22 '46, Profit Control. David Lawrence.

UNEMPLOYMENT

American 141:20 Ja. '46, How we can make jobs for millions. J. A. King.

Talks 10:31 O. '45, Work For All.

U. S. News 18:38 N. 16 '45, Slow down in Unemployment.

20:15 Ja. 4 '46, Boom in the Pacific States: Race to Beat Unemployment.

20:19 Mar. 1 '46, Relief Problem ahead as jobless use up benefits.

SOME UNFAMILIAR STRATEGY

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be inclined to use; in fact, it is the only possible course of action for the affirmative if the negative rebuttalist's speech was clear and it is evident that judge and audience realize that the affirmative has been caught in the trap. This course of action is an attempt to justify the whole enlarged plan, defect and all. It is just possible that a five-minute spirited defense of the abolition of all labor unions (using the above illustration) would arouse enough admiration in the judge and audience for them to decide the affirmative satisfactorily explained away the defect.

WHAT'S WRONG WITH DEBATE TOPICS?

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ginning of the second semester, each college could begin arranging debate contracts, based upon whatever wording seems best in terms of (1) the preliminary discussions, and (2) the current international, national, and local developments of the problem being discussed.

The function of this brief article, however, is not to suggest solutions but to point out what are the presumed evils of the present system of procuring debate questions. No one at present appears to have all the answers. And since debate directors are naturally debate-minded, even if someone did, there'd still be a good argument! Our only hope is that the argument will proceed until a generally agreeable solution is reached.

RADIO SECTION

WHAT ABOUT TELEVISION?

By Paul B. Bowrey

In view of the widespread interest in tele vision, the following summary of basic infor mation concerning the new medium has been prepared by Paul B. Bowrey, Manager of the American Broadcasting Company's Television Department. The opinions expressed are based on the facts available in November, 1945.

Television is not a new invention; its basic principles were outlined as long ago as 1880, by Maurice LeBanc. The method of transmission now in use was developed in 1933 with the perfecting by Vladimir Zworykin of a type of vacuum tube known as the "iconoscope" and the invention the same year by Philo T. Farnsworth of a scanning tube which Farnsworth called an "image dissector." Regular transmission of television programs was inaugurated in 1936; three years later, the first commercial television sets were put on the market for sale to the public; and in July 1941 the first television program was sold to a commercial sponsor by a station in New York City.

However, the start of World War II and the conversion of American industry to a war basis brought the development of commercial television to a temporary halt. Electrical manufacturing companies were called upon to devote their full productive facilities to war production; as a result, no new television transmitting equipment, television cameras, or television receiving sets were manufactured for sale during the war period. The television broadcasting stations already in existence continued to produce programs on a limited scale, and at the close of the war with Japan regular program schedules were being presented by eight television stations located in New York, Philadelphia, Schenectady, Chicago and Los Angeles. Three of these stations were operating on a commercial basis and selling time to advertisers, although the total number of television receiving sets in the entire United States was something less than 10,000—the number which had been sold to the public prior to this nation's entry into the war.

In the following pages, an effort has been made to answer some of the questions most frequently asked about television and its future development.

1. How Soon Will Television be Available in Homes Throughout the Country?

By the winter of 1946-47 television stations will probably be in regular operation in at least 15 or 20 of the nation's major cities. Such centers of population as New York, Philadelphia, Washington, Boston, Schenectady, Pittsburgh, Cincinnati, Cleveland, Detroit, Chicago, St. Louis, Kansas City, San Francisco and Los Angeles will probably have at least one station each; some of the cities listed will have two or three television broadcasting stations in operation. Each of the stations will provide a daily program service of perhaps four to six hours.

Few smaller communities are expected to build television stations during the first two or three years of the post-war period. Television stations are expensive; a first-class station complete with transmitter, antenna tower, studios and offices will cost from $250,000 to as much as $500,000 to construct. Operating costs are likewise high; to offer a program service of even five or six hours a day will cost the average station from $200,000 to $300,000 per year. On the other hand, until a considerable proportion of the homes in a community are equipped with television receivers the income from sale of time must necessarily be limited. These factors will tend to limit the cities in which television stations will be built in the next two or three years to those with large enough populations to give promise of having large numbers of television equipped homes within a fairly short period of time.

During the early period, too, television service will be limited to areas very close to the large cities in which stations are built. On the high frequency bands used for television broadcasting the carrier waves travel in almost a straight line. This limits the effective coverage of a television station to the area within sight of the station's antenna tower; in other words, to territory within a radius of not more than 30 or 40 miles from the television transmitter. From a practical standpoint, we can expect by the end of the winter of 1946-47 to have tele vision service only in 15 or 20 of the largest cities of the country and in the suburban areas immediately adjacent to those cities.

During the years between 1947 and 1950, however, television experts look for a great expansion of the areas in which television service is available. Within the next few years, costs of building television stations will quite probably be reduced. At the same time, development of television networks will materially lower the per station cost of providing programs. With costs so lowered, television companies can afford to build stations in medium sized cities; most of the experts believe that by 1950 television stations will be in operation in practically every city of 100,000 population or more in the United States.

No one can do more than guess at the rapidity with which this expansion of television service will come. Most leaders of the industry believe that by 1950, tele-

vision service will be available to not less than 60 per cent of all American homes. This estimate may be too optimistic, or it may be conservative, but there is every reason to expect that by 1950 the area covered by one or more television stations will include a very considerable proportion of all of the urban homes in the United States.

2 .What Sort of Television Sets Will be Available to the Public?

As of November 1945 more than 30 different manufacturers have announced that they plan to put television receivers on the market. Many of these manufacturers already have sets in production. While plans call for wide variation in the appearance of individual models, the sets put on sale during 1945 and 1946 will be of two basic types. Lowest in cost will be the small "table model" sets, only slightly larges than the usual table model radio receiver. These sets will provide a picture averaging about 7 inches wide by 5 inches high. The sets will bring in audio signals as well as visual images, of course; television includes both audible and visual elements. The standard table model sets will retail in the neighborhood of $100 each.

The "standard" television set will be a floor model, slightly larger than the ordinary console model radio. In the standard set, the television image will be seen on a screen averaging about 16 by 23 inches—almost the size of a full page in your daily newspaper. Most standard sets will be built to bring in standard-band radio programs and Frequency Modulation signals, as well as audio and video television signals. More expensive sets may also include automatic phonograph record player equipment. The base retail price of the standard television set will probably be about $250, but as in the case of radio receivers, some sets will sell for two or three times the base price. In addition to the price of the re ceiver itself, most retailers will make a charge for installation, whether a standard set or a table model is purchased.

The visual images provided by the television receiver will compare favorably in clarity and definition with pictures of similar size provided by home motion picture projectors. The television image will be bright enough to be viewed under ordinary home lighting conditions—without darkening the room in the daytime, for instance, or turning out the electric lights at night. That is the promise of the engineers with respect to ordinary black-an-white television pictures. And of course early television development will be on a black-and white basis.

Sooner or later, we will have color television. Just how soon is a question on which the authorities do not agree. Until recently, most television engineers agreed that at least eight or ten years would elapse before television in color became practical on a commercial basis. In October, 1945, however, one of the major television companies announced the development of a method of projecting television images in color, and reported that successful tests had already been made. As yet the use of the color method has not been given public demonstration, and the broadcasting of color must still be considered as being in the experimental stage. However, the announcement of the new method has caused most authorities to move forward by several years their estimates of the date at which color television will come into general use; many believe that sets capable of picking up color transmission will be on the market as early as 1948. Of course, color television will require a different type of receiver than those designed for black and white pictures only, which will be on the market during 1946.

3. Will Television Offer a Full 18-Hour-a-Day Program Service?

Several years will probably pass before television stations offer a full-time service to the public. In that respect television will only follow the example set by radio. Radio broadcasting started in 1920, but since for a number of years radio station revenues were small, each station limited its time on the air to five or six hours per day. Not until 1927 or 1928 did even the larger stations attempt to provide a full-time program service. In the case of television, the high costs of providing programs and the limited income available to each station will make it necessary for the individual station to limit its broadcasting hours to a few hours a day, for the first several years at least. As television receivers become more numerous and advertising revenues increase, the amount of service provided by the station can be increased; probably by 1948 or 1950 most stations will be able to offer a full-time service. But the public must not expect an 18-hour-a-day service from television stations, right from the start.

4. What Sort of Programs Will Television Offer the Public?

Television broadcasters have conducted numerous studies of program preferences of those families which have access to television sets, and also of men and women who plan to buy television receivers within the next year or two. These studies indicate that the most popular television programs are broadcasts of special events — sports programs and other special features picked up outside the studio. Next in popularity come the audience participation programs that have become a standard form of radio entertainment. In third place come studio dramatic programs, prepared especially for television. Studies conducted among prospective buyers of television sets indicate that the public has a very strong interest in seeing, on television, those radio programs which have won high audience popularity ratings —the comedy programs, variety programs, dramatic programs, audience participation programs, and so on, which make up the larger part of the day's radio schedules.

Naturally, television will try to offer the public programs of the type that the public wants most. It is probable that for the next few years at least, the television program schedule will be made up primarily of special event broadcasts and of programs which follow

the same general patterns that have already been established on radio. Special features will be a very important part of the television schedule. Television will bring us the World's Series baseball games; the Kentucky Derby; the world championship heavyweight boxing contests; the annual Army-Navy football game and the New Year's Day games from the Rose Bowl and the Sugar Bowl. Television will bring us the pageantry of great religious spectacles, or the color of the academic processions of the commencement exercises of our universities. Television will offer the public an opportunity to see the inauguration of our next President, or the ceremonies accompanying the opening of Congress, or the formal signing of treaties by representatives of the world's great powers. It will bring us Broadway's leading dramatic performances direct from the stage of the theatre; broadcasts of the great spectacles of Ringling Brothers' Circus, direct from Madison Square Garden; broadcasts of complete operas from the Metropolitan Opera House in New York.

These will be television's special features. But included in the regular schedule each week will be most of the program forms which have won success on the radio —the comedy programs of Jack Benny or Charlie McCarthy or Fibber McGee and Molly; audience participation programs such as Truth or Consequences or the popular daytime Breakfast in Hollywood; quiz programs such as Take it or Leave it or Information Please or The Quizz Kids; variety programs ranging from the Radio Hall of Fame or the Kraft Music Hall to the National Barn Dance; and many of radio's most popular musical programs.

But of course, the television schedule will not be limited to adaptations of radio programs. Television will work out program forms of its own; and many radio program types are not easily adapted to television. Television must build its own dramatic programs, meeting a different set of requirements than those which apply to radio. Television is developing its own form of news broadcast, to take advantage of the visual element which must be an essential part of the television program. Television will offer a wide variety of informative talks and interviews on subjects ranging from home decoration and costume design—both of which have far greater possibilities on television than on radio—to broadcasts from the scientific laboratory or the art museum. And most authorities believe that the daily program schedule will include a wide variety of motion picture short subjects, travelogues and cartoons, put on the air directly from films.

5. How Will Television Deal With the Problem of Program Costs?

The high cost of programming is one of the major problems with which television must deal during the next three or four years. Television programs are much more expensive than programs of similar type, presented over the radio. Every television broadcast calls for the use of visual materials, settings and properties which appeal to the eye. Dramatic programs will call for special scenery; elaborate stage sets will also be used on variety and musical and audience participation programs. Actors and other participants in television programs must frequently have special costumes. Even the simple informative talk on television calls for the use of numerous visual "props"—maps and charts for the news analyst, a completely equipped kitchen for the domestic science expert, a specially selected assortment of pictures and diagrams and perhaps motion picture films for the doctor who talks on the subject of health. All of those visual elements increase the cost of the program.

Man-power requirements of the television program will likewise be heavy, compared with the requiremnts of radio. A radio dramatic program calls for the services only of actors, a production man, an announcer, and a single control-room engineer—and in some cases, of course, an organist and a sound effects man. But the same program on television uses all these people, and in addition three camera men in the studio, an engineer in the studio to handle the lighting effects, another to handle the microphone boom, one or two men to set the scenery if changes in scenery are required, and probably two or three additional engineers in the control room to keep the camera images in sharp fous. Even the simple informative talk on television calls for the services of two camera men and at least one control room engineer in addition to the four people whose efforts are needed to present that talk over the radio—the speaker, the production man, an announcer and one engineer in the control room. Not only are more people required for television, but rehearsal time must necessarily be much longer than is customary on radio. Participants in television programs cannot read their lines from scripts before the cameras; lines must be memorized. And since action and movement are extremely important on television, every movement before the camera and every bit of stage business must be carefully worked out in advance and thoroughly rehearsed, before the program goes on the air.

Of necessity, television programs will be expensive. The cost of providing programs is a major problem with which every television broadcasting station must deal. For the individual station, there are three available methods of dealing with the problem. The first, of course, is that of limiting the number of hours of operation per day, until such time as the revenues of the station become great enough to justify full-time operation. That is a natural course to follow, and for the next three or four years at least, most television stations will be on the air for not more than six or eight hours each day.

The second method is to give primary attention to relative costs of different types of programs, in building the day's program schedule, holding to a minimum those programs whose costs are unusually high. Program costs on television will vary greatly, just as they vary on radio. Dramatic programs are expensive; even a program with a small cast requires long hours for rehearsal. Variety programs and elaborate musical programs are

also expensive; they require less rehearsal, but to provide the necessary eye-appeal they call for elaborate settings and the appearance of a considerable number of people. Audience participation programs, on the other hand, are relatively inexpensive. They call for little or no rehearsal in advance of the broadcast, and the paid performers are limited to a master of ceremonies and one or two assistants, in addition to the usual back-stage camera men and engineers. Talks are also an inexpensive program form, requiring little rehearsal and the services of only a small production crew. Even the out-of-the-studio special features, such as broadcasts of sports events, are relatively inexpensive, as compared with elaborate studio productions. And motion picture shorts are also in the low-cost group; they can be put on the air by a single control room technician and a projectionist.

For the next few years at least, television stations will offer their listeners a few of the expensive dramatic and variety programs on their evening schedules each week, but most of their local programming will consist of those programs whose costs are relatively low—from remote pickups of special sports events and similar features, audience participation programs, small musical groups, possibly short dramatic features using very small casts, various types of informative talks and news commentary programs, and motion picture cartoons and short subjects. These will be television's major local offerings.

The most effective answer to the problem of program costs, however, is the development of television networks. A *program that is completely beyond the resources of a single station becomes entirely feasible if the costs of production can be divided among 20 or 30 or 40 stations, all of which are carrying the same program. So thanks to networks, television can give its audience the elaborate evening programs which the public demands—the important comedy shows, counterparts of the popular comedy programs on radio; the broadcasts of major stage successes and of the opera; the major national sports events from the World's Series to the Kentucky Derby. Networks will also bring the television audience the world's important news events — all of those things which radio classes as "special events." Television will rely on the networks to provide its special features and its elaborate, high-cost productions. The part of the local station will be to supply the local flavor to the day's program schedules, largely through use of programs of less elaborate types.

Peacetime Military Conscription

Is conscription a necessary measure for peacetime America? Among those who presented their views over CBS on this important controversy were Norman Thomas, Chairman, Postwar World Council, and Senator William F. Knowland, of California, who served in the Army more than 3 years as enlisted man and officer and received his senatorial appointment while still in the European theatre of war.

Reprinted from "Talks," of the Columbia Network by permission of the editor, Senator Knowland, and Mr. Norman Thomas.

MR. THOMAS: Consider peacetime conscription in the light of its effect upon the outstanding fact of our time: the drift to conflict, ultimately war, between two imperial blocs of nations, one centering around Russia and the other around our own country. Such war is not inevitable: it can be averted but not by our adoption of conscription. The whole world will see in its adoption clear proof that we are arming against Russia. Of necessity Secretary of War Patterson has formally denied this. But Washington buzzes with gossip, especially in Army and Navy circles, that the next war must be against Russia.

Even if there were not this loose and dangerous talk, an armament race of which conscription would be a symbol and a part, if it makes sense at all—which I emphatically deny—can make sense only against our one conceivable powerful rival and enemy — the Soviet Union. Nothing amazes me more than the incredible stupidity of editors and commentators who at one and the same time go on urging a dangerous policy of appeasing Stalin in the peace settlements and yet arming against him.

Before we examine this situation, let us dispose of some of the secondary claims in behalf of peacetime conscription. First, that it will help the United Nations Organization. Against whom and how? That organization will not need great force against a revival of Japanese or German military strength. There can be no such revival except if it is encouraged by one of the Big Three. The organization will not need force against such dangerous nations as Switzerland and Sweden, excluded from the San Francisco Conference, because, not having declared war before March 1st, 1945, they were not "peace loving." That leaves only its members. The proposal that to be able to deal with one of them, turned aggressor, the United Nations must now countenance an armament race among them, simply proves G. B. Shaw's famous saying that "if the other planets are inhabited, the earth must be their lunatic asylum." It is like saying that security on this continent would require an armament race between each of our forty-eight states in order to provide force for dealing with one of them —on condition, that is, that neither New York, Pennsylvania, Illinois, Ohio, nor California should veto the use of such force! Our hope lies not in national arm

ment but progressive disarmament of all nations.

The second argument that peacetime conscription is good for the boys and for our democracy is equally fallacious. Look at what generations of it has accomplished in Europe. The President's plan would cost from three to five billion dollars annually. Think what could be done with that money for houses, hospitals, clinics and schools, and then dare to say that it is better to use it to teach impressionable boys the morals of Army camps, or the military attitudes which under the most favorable conditions are far more appropriate to dictatorships than to democracy!

It is a very significant fact that in those organizations which most cherish democracy—church and school groups, and farm and labor organizations—the majority is actively opposed to peacetime military conscription. Those who want it have an axe to grind. The Chamber of Commerce sees in it a patriotic form of boondoggling for alleviating the unemployment that "free enterprise" cannot or will not cure. It sees young men taken for a while off the labor market. It sees contracts for all sorts of equipment that militarism and its Siamese twin, imperialism, will require. Blinded by the dollars dangled before its eyes, the Chamber will not see the ruin that lies at the end of the road for us as for the Europeans who trod it so long.

The brass hats of the Army and Navy are crazy for conscription and for the big reserve forces it will create. All this means more officers and higher rank for officers. It means not only a meal ticket, but prestige.

These conscript trainees will never be of military use to defend us against atomic bombs. The scientists have been hammering home two facts: (1) In the first hour of attack by atomic explosives, propelled by rockets and guided by radar devices, every principal American political, industrial, educational, and industrial center can be destroyed. A quarter of our population will perish with them. (2) Such new war must begin by surprise attack because the only chance of victory will be to use these new weapons first. In such a war money and labor spent on peacetime conscription would prove to be pure waste. If one can imagine a secondary stage of war in which mass armies, trained in peacetime will be useful for anything but targets for atomic bombs, it is Russia which might possibly profit by them by reason of her strategic position, her totalitarian philosophy and her great population and birth rate. But even Russia has far better uses for her sons as Stalin once realized when he proposed general disarmament.

These facts stand even if one can imagine that the world will outlaw atomic bombs but keep peacetime military conscription. That won't happen. If by some miracle it did, but nevertheless war should break out, atomic weapons would be hastily provided to fight it. Every nation will have the secret and no nation will fight a war without using the most efficient weapon. There is no security in peacetime conscription.

SENATOR KNOWLAND: It is the hope of a great majority of the American people that the international organization of the United Nations will make possible the settling of disputes without the use of force. Certainly this should be and is, our objective. The fact remains, however, that the desire for peace is no guarantee that there will be peace.

For many generations the Norwegians, the Danes and the Dutch built their hopes on a policy of neutrality and a desire to avoid any semblance of an alliance that might involve them in a war. Yet, when the Nazis set out to dominate Europe, and ultimately the world, this strong desire for peace on the part of these peace-loving people furnished no safeguard to them or to their way of life. The dead of Rotterdam should not be forgotten by those who think that desires for peace will guarantee it.

Certainly, until international law and order has developed beyond its present point, the greatest safeguard for the peace of the world and the security of our people is for the United States to remain strong and alert.

While it is true that the atomic age in which we have now entered, for better or for worse, will greatly change conditions, I am not convinced that atomic power alone has made unnecessary armies, navies or air forces.

On October 11th I introduced Senate Bill 1473 to strengthen the national defense and security by providing that all qualified young men go through a period of military training. Such men may discharge their obligation in any one of several ways, or in combination. For each year in the Reserve Officers Training Corps in an educational institution, a credit of nine points is allowed towards the total of thirty-six necessary to discharge the obligation for one year's military service. Nine points may be acquired for each year of service in the National Guard or in a reserve corps.

Under this legislation the selective service machinery is kept in being so that we will have the factual information regarding our manpower, and may be ready to operate at any time during a national emergency, without the further necessity of Congress having to pass such a bill.

A young man may continue his education through high school and college without having it interrupted at a critical time. If their education is interrupted for a period of a year, many young men may lose interest and not go back again.

This bill does not adversely affect those who cannot continue their high school education on through college. For in this case the additional points may be acquired at the rate of nine a year, by voluntary service in The National Guard, or in one of the reserve corps. Credit is also given in the bill at the rate of three points a month for those who have served in the armed forces during the war, so that with a year's service they will have accumulated thirty-six points, and thus discharged their obligation for further training.

Those who do not elect to accumulate the necessary thirty-six points at the rate of nine points a year, by voluntarily taking military training in the ROTC or

the National Guard will be subject to one year's training in the army.

No doubt constructive suggestions can be made to improve this legislation. But I feel most strongly that with the cooperation of both the educators of the nation and those charged with the responsibilities of national defense, that sound legislation could be adopted along these lines.

I do know that a great number of the hours consumed in basic training, in army specialist training corps, in officer candidate schools and in other forms of training, could be better handled in our educational institutions.

From the standpoint of national defense I am greatly concerned by the recent figures I received from the director of Selective Service, in which up to August 1, 1945, there were 4,828,000 men in the age bracket 18-37 who had been rejected under the Selective Service and placed in the category 4-F.

This number represents 320 divisions of 15,000 men each. It might well have been that the loss of these 4,828,000 men from our potential military strength could have cost us victory in this war. Certainly with the cooperation of all agencies, we can do much to reduce this tremendous total, and in so doing, we will also add to our potential strength.

INTRODUCING BATES COLLEGE

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Cambridge and Capetown, with General Jan Smuts listed as toastmaster in the latter. There are pictures of such well-known figures in England today at R. A. Butler, recently in charge of Education there; Nancy Sharp, author of the "Dear Julia" stories; and Dingle and Michael Foot, leaders in Parliament and journalism. These latter brothers are remembered for telling the same humorous story in Bates Assembly, though they visited the campus some years apart!

Spurred on by such traditions as these, Bates debaters go on to make their own successes in life. On that first intercollegiate team was Carl E. Milliken, later governor of Maine, head of the Northern Baptist Convention, and secretary of the National Movie Producers' Association. On that same team was Oliver Cutts, later of the Harvard Law School and on Walter Camp's All-Time All-American Football Team. Another member of that team was J. Stanley Durkee, for many years pastor of the notable Church of the Pilgrims in New York City, following such men as Henry Ward Beecher, Lyman Abbott and Newell D. Hillis. On the first team to go to England was Robert Watts, recently General Counsel of the National Labor Relations Board. On the second team to go to England was Erwin Canham, now Editor of the Christian Science Monitor. On the third team to go to England, was John Davis, recently Associate Counsel of the Security Exchange Commission in Washington, and Charles Guptill, now AP man at Rome, Italy. Other Bates debaters are college professors from Bates to the University of Southern California.

During the war, Bates women, in spite of a V-12 Unit on campus, found time to win honors in debate. Now several men debaters are back from service, and both men and women are ready to win new laurels both at home and abroad.

WE'VE LOST ORATORY

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these speakers in action and you will notice that each one has his own particular style of speaking. They are neither dull nor uninteresting as so many of our youthful speakers are becoming today, owing to the overemphasis of some minor speech principles and of the absolute undermining of many things which have belonged to great oratory since the days of Demosthenes.

Not long ago I read a speech book which is used in at least one outstanding university. In this volume the following statement is found: "We merely try to express the thought today as simply as we can. We merely think of what is to be said next, use the very best and simplest language we can, and then say what we have to say in a very conversational tone of voice." I do agree with some of these statements. We must express what we have to say in such a manner that our audience knows what we said. But doesn't the text give one a very mechanical idea of speech? Remember this: speech is still an art! The moment we don't apply to speech making all the things which make it an art we are causing great and irreparable damage to one of the highest fields of human endeavor.

In short: I don't think that we are keeping an eye on what oratory really is. We are taking too many pains to develop mere speakers and hardly enough pains to develop young men and women who will be able to take places on the public platform, in the legislative halls, and in the governor's seat tomorrow!

THERE WERE GIANTS IN THOSE DAYS

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leading forensic institution in the state in those days.

We first met with his prowess aa a debate coach when our Redlands team met his team in the exhibition debate at the Third National Convention. In all my life I have never heard a better or harder fought debate than that one and I have heard many debates in my 40 years of coaching. The first of the famous Hickman family was on the Morningside team, and Dean Fagg of Northwestern University and Dean Raymond E. Untereiner of California Institute of Technology were on the Redlands team. Redlands won the debate two to one, but Morningside took the oratorical contest with Jacob F. Trefz and so divided honors.

The next year Marsh brought a team out to California and debated at Redlands. The following year he was

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EDITORIAL *and* COMMENTS

IN REBUTTAL

By P. J. Harkness

An editorial appearing in the "Exponent," Northern State Teachers College, Aberdeen, South Dakota, for November 9th, 1945.

At a recent conference a-speaker compared college students to "cattle browsing in the pastures of the *Reader's Digest*." He accused them of "having no philosophy of life," of "being reactionaries smug in the conceit of a diet of professional platitudes." In other words the university professor believed that students do not, cannot, or will not think for themselves.

To college students who really wish to think for themselves and to those persons who wish to vindicate their beliefs, debate offers an opportunity. College debating is a means to an end. A debatable question is discussed pro and con. The debater must first acquire a background of knowledge through reading and discussion. With a background of subject matter the students learn to separate the chaff from the wheat. Thorough background preparation is most important in making the student a master of his subject. Confidence is engendered through acquaintance with material. Analysis of the problem follows readily. Mentally alert audiences appreciate a well organized presentation of a controversial issue. Today, too much time is wasted on placating the moronic fringe found in an average audience to the neglect of intelligent listeners.

Besides giving training in research and analysis, debate is a training in synthesis. Synthesis is so often missing in a student's experience. He can tear a proposition to pieces, but he is unable to put it together again. Here the debater has the advantage because he must learn to assemble his arguments in a concise form that will permit him to present them to hearers within a very limited time. All unnecessary words and phrases are eliminated—the debater must come to the point and argue clearly what he wishes to say. This procedure teaches the student to reason. It builds up an inhibition against emotional appeals, so often made in every day living.

The final step in debate is the contest. Here a student meets actual experiences. He contacts minds and personalities similar to his own. He competes with students from other colleges who know as much about the background of the question as he does. Above all else he must be able to argue the proposition without malice or anger. In intercollegiate debating the students meet life situations. If they are to be salesmen, then they must sell their product to strangers—the debater is selling a mental product to strangers.

As to the qualifications of a debater, years of observation make the following "musts" important: The debater must be above average in college work. Usually the high C or B student is found on the squad. He must be willing to work—hours of research are necessary. He must be capable of developing an analytic mind. He must be tolerant of the other person's viewpoints. He must be willing to learn to take defeat as well as victory in intercollegiate contests. Sometimes defeat teaches lessons that winning cannot give.

The current debate season opened this last week. If you have the qualifications and wish to meet college students from all over the United States and are willing to get out of the browsing "pastures of the *Reader's Digest*," come out for *Intercollegiate debate*.

EDITING A MAGAZINE—Oh, Good Morning, Judge!

Perhaps one of the most difficult things about editing a magazine in a field in which you have spent your life, is to refrain from commenting, when the things your contributors say arouse memories, recall experiences and tempt you to put in your oar. An editor can make himself a nuisance very easily by talking too much. Because we realize that, we are going to do our best to keep still—we hope—when we ought to keep still. If we don't, forgive us for breaking over once in a while and saying things just like all other interested individuals do.

One thing in the Bates article in the Special Feature Division this issue caught our interest, and that was the attitude of Professor Brooks Quimby expressed there about decision debating. It brought back a flood of memories and experiences of our own to read about those dumb cracks some so-called judges made in his experience.

So we are off on some of the dumb ones we can add: Once in a nameless big state of this union when we were on the way to a Pi Kappa Delta National, which by the way my team won—undefeated for the first time in the history of the National, we stopped to debate a team on the way. After the debate this is what the Critic Judge said: Gentlemen from Redlands, I congratulate you. I have judged several debates this season on this subject. Your affirmative is by far the best I have heard. In fact, it is a superb case. It is unanswerable. It is water-tight and air-tight and it was not answered tonight. However, the second speaker on the Negative (the home team), was the best speaker on the platform tonight, so I award the decision to the Negative."

Some of you probably can top that one. We remember a local one at which we still chuckle occasionally, for it does illustrate the power of clever personality and delivery. We set a trap for a visiting debater and he plumped into it headfirst. When we sprung the trap and he saw where he was, what did he do but completely reverse his position, repudiate his stand and take a new

position and win the debate in a final five minute rebuttal, because the judge was too dumb to know what was going on, and we picked the judge!

And there was another time when two of us got our squads together for a debate, and three local high school coaches were the judges. The host squad sat on the front two rows of the auditorium, and when their team fell into a trap and were writhing around and one of our speakers called attention to their uncomfortable position, our rival squad cheered him and sat jeering their colleagues throughout the rest of the debate for being such easy marks. When the debate was over our rival coach went straight to his men on the platform and said: "You poor dumbklucks! They let you climb the rope and then when you got up high enough, they cut the rope and let you crash!" And was he embarrassed because the three judges had given his team a unanimous decision! His only comment was: "I guess those fellows are counting on trading decisions with us, as they call on us to judge their debates." From his tone we knew he'd never stoop to it.

This brings up one of the potent reasons why decision debating fell into disfavor with many coaches who wanted a square deal regardless. It was the reason why for a long period we did not have any decision debating on the home platform. We had been so fortunate that we began to win on our record and not on the merits of the work in any given debate. The judges began to think we were too good to be beaten—that is the local judges 'round about and we couldn't use them. We had to beware of an unbroken record of voting for us. We didn't want any victories we had not won. Every once in a while we got a sound threshing and still got the decision, and that was extremely embarrassing.

Aside from the dumbness of some judges, the prejudice of others, and the sincere but sometimes unjustified admiration of others, we do believe in decision debating on the whole and by and large. One must be big enough to laugh off some things—and not pay too much attention to decisions. There are many times when decisions are most valuable, most accurate and just, and it sometimes does a team good to lose a decision they really won. It hurts a lot more to get a decision you didn't win.

It makes us wish that all judges could be familiar with the standard of decisions set forth in the little book of Competitive Debating by George M. Musgrave, recently issued by H. W. Wilson Co.

We remember kindly Judge H. N. Wells' attitude toward judge selection. He said: "Let's have a neutral judge selector. Let him send the judges to the debate. We don't need to know who they are until they arrive, and if they are strangers, so much the better. Away with this struggle to get friendly judges. Let's concentrate on winning the debate, not on judge manipulation!" For many years in Southern California until the advent of tournament debating, we followed Judge Wells' plan, and it worked most satisfactorily.

Under the tournament plan, trusting other coaches to do the judging irked some debaters in the beginning, but after experience with some local judges, they yelled for coaches and former debaters to come to the rescue and restore confidence in decisions. We have even gone so far in the West as to allow teams to rate the teams they meet in a tournament and to pay attention to their rating in deciding who gets into the final rounds. Experienced debaters know when they have won and lost and usually are very frank about it. They base their opinion of judges upon their own barometers.—E.R.N.

WE'RE ALL DRESSED UP AND CALLING ON YOU

How do you like the *Debater's Magazine* in its new garb? We hope you like it. The change has many advantages which we are sure you will recognize, and the amount of reading matter remains about the same. We hope it will not vary a great deal during this coming year, and, if it does, that the variation will be an improvement. It is our ambition to gain your approval to the extent of paving the way of the *Debater's Magazine* in printed form out of its subscriptions and advertisements. Last year as a mimeograph publication the *Debater's Magazine* gained steadily and paid its own way. If we can do it again under more difficult circumstances this year, then we hope in following years to expand and improve. We want you to feel that this is your magazine and that your contributions and your suggestions are always welcome. Please don't blame us if we fail to print the news of your region and locality—maybe no one sent in the news or report of your tournament or activity. To make sure it gets to us—why don't you send the news in. We'd appreciate that a great deal, and consider that you were returning our call.—E. R. N.

SPEAKERS DO MORE THAN SPEAK

When we play a game our motive is recreation. We don't care about the by-products. When we attend a dance, it's fun we're seeking. If we enjoy it, we are satisfied. But when we give a speech we do more than fill time. We have systematized our own ideas. We have stimulated the crystallizing of new ideas for ourselves. We have done even more, for we have aroused the thinking of others. They have become more confirmed in their convictions, or have altered their ideas to conform with ours. The important result of speech is that we have started mental wheels turning.

Personality effects are also important. The speaker gains confidence in himself through successfully expressing his thought processes. His voice becomes more his own through using it in formal situations. He gains added insight into his reactions to the most important socializing activity—speaking. This insight helps improve personality. Speakers do much more than speak.—Oscar W. Kolberg, in *The Rostrum of NFL.*

SAVED FROM THE WASTEBASKET

You are rendering a real service in *The Debater's Magazine;* each issue becomes more interesting and

stimulating. I hope the time is not far distant when you can increase its value by putting it out in printed form. Its value warrants the increase in circulation which would be necessary.—P. Merville Larson, Kingsville, Texas.

Enclosed is our check for a year's subscription to *The Debater's Magazine,* the first copy of which reached us last week. I am very grateful for your thoughtfulness in forwarding this copy of what I consider an excellent magazine filling a long existing need.

Sister M. Seraphine, Bishop Hogan High School, Kansas City, Mo.

The current issue is a good job (Sept. number)—makes me proud to be associated with you.

From where I sit *The Debater's Magazine* is going great guns.

Hugo E. Hellman, Marquette University, Milwaukee, Wisconsin.

A Welcome Contribution—"The arrival of your fall issue of *The Debater's Magazine* reminds me of a promise that I would send you something for publication when and if I ever had anything. Accordingly I am enclosing a copy of an address I made at the 1944 convention of the National Council of Teachers of English, which was printed in the October issue of *College English.* The reprints were late, and reached me only a couple of weeks ago. If you find the copy worth using please feel free to do so, if not, drop it in the wastebasket.

"I have read the whole issue of *Debater's Magazine* and enjoyed it thoroughly. I congratulate you on its high quality. From hard experience I have learned that putting out a good magazine demands heavy effort on the part of the editor."

From a letter from W. Norwood Brigance, whose article and picture appear elsewhere in this issue. Professor Brigance is on the Faculty of Wabash College of Indiana and is the new President of the Speech Association of America, the successor to the National Association of Teachers of Speech.

What They Say

Volume 1, Number 1, of *The Debater's Magazine,* a Quarterly Journal of Speech Activities, has recently appeared. It is an impressive beginning for a new enterprise courageously launched at a time when the war has curtailed forensic activities. Let us hope Professor E. R. Nichols has judiciously selected the bottom of the depression and will ride the crest to the renewed and increased forensic activity anticipated in the post war period.

Professor Nichols has surrounded himself with very able assistants. His list of advisory, contributing, associate, and department editors is imprsesive. It includes the editors of the honorary forensic magazines, such leaders in speech education as Prof. A. Craig Baird, Prof. H. L. Ewbank, and Prof. Ellwood Murray. Prof. Evan E. Anderson edited an annual volume of winning orations. He was certainly the logical editor for the Department of Oratory and Persuasive Speech.

There should be a place for *The Debater's Magazine.* It does not compete with the *Quarterly Journal of Speech,* which is the professional magazine. It is more comprehensive than any of the honorary forensic magazines pretend to be. It covers both the high school and college fields. It prints debates and orations. All sorts of useful information about tournaments and contests are brought together.

The Debater's Magazine includes many things whose value may be questioned. But an innovator has to be allowed an opportunity to experiment. Time will separate the valuable from the useless.

The Forensic is glad to welcome *The Debater's Magazine* into the field and wish it success. If it grows into as lusty a being as Pi Kappa Delta, the forensic society Prof. Nichols founded in 1912, it will have a splendid career. If a new grocery store opens up in an established community, it necessarily cuts in on the business of the stores already there. But forensics belongs to the field of the creative arts rather than that of economic competition. Another musical organization does not limit the prosperity of those already established. It expands musical activities, reaching more supporters, making new disciples. The success of one forensic enterprise should contribute to the success of all.

Debater's Magazine.....It takes courage and faith to launch a new periodical during these war years. It takes a double portion of those qualities to launch one devoted to extra-curricular speech activities, when such activities are at a low ebb in high schools and colleges throughout the country. But Professor Egbert Ray Nichols of the University of Redlands, who has launched the new project, believes in the old adage that the darkest hour is just before the dawn. He wants forensics to be awake when the dawn breaks at the close of the war and to be ready to move ahead vigorously. He is not inexperienced in launching new projects, for he was one of the founders of Pi Kappa Delta, who has seen it develop into the strong organization that it is today.

The Debater's Magazine made its bow with the January-February number (1945). For the time being it is issued quarterly in mimeographed form from 814 Campus Avenue, Redlands, California. The subscription price is $4.00 a year. Associated with Professor Nichols as editor-in-chief are a council of advisory editors consisting of the editors of the journals of Delta Sigma Rho, Pi Kappa Delta, Tau Kappa Alpha, Phi Rho Pi, and the National Forensic League, and associate and departmental editors active in college and secondary school forensics.

The purpose of *The Debater's Magazine* is not to compete with already existing journals but rather to supplement them. In the first number of 125 pages are brought together news of all the honorary forensic

groups in a way not possible for the publication of any one of them. There is material on college and high school debate questions and a specimen debate and oration, as well as general forensic news and reviews of late books and articles of interest to debaters and coaches.

From the May 1945 *Gavel* of Delta Sigma Rho, by Carroll P. Lahman of Albion College, Michigan.

VALUABLE MAGAZINE BEGINS SECOND VOLUME

A new magazine containing valuable material in a wide field of forensic activity is *The Debater's Magazine*, edited by Dr. E. R. Nichols. It is now going into its second volume, with sections devoted to debate, oratory, radio, discussion, handbook and bibliography, and many other special features helpful to Phi Rhi Pi chapters. Published quarterly, it is available at $4.00 a year. Order from 814 Campus Ave., Redlands, Calif.

From *The Persuader* of Phi Rho Pi, January 1946.

DEBATER'S MAGAZINE, a quarterly publication devoted to the interests of debate and speech activities in high schools, junior colleges, colleges and universities, has issued Vol. 1 No. 1, January-February, 1945. It is published by the Nichols Publishing House, 814 Campus Ave., Redlands, California for $4.00 a year.

From *Reader's Guide to Periodical Literature*. H. W. Wilson Co., New York, May 1945.

THE DEBATER'S MAGAZINE, a quarterly publication devoted to the interests of debate and speech activities in high schools, junior colleges, and colleges and universities, began with a January-February, 1945, number. Judging from the first number it will cover the subject thoroughly. It is published by The Nichols Publishing House, 814 Campus Ave., Redlands, Calif. Subscription $4.00 a year.

From the April 1945 number of *Industrial Arts Index*. H. W. Wilson Co. N. Y.

INTERNATIONAL TRADE

Continued from Page 34, Column 2

cannot compete with foreign producers who pay low wages, and that without a tariff American wages will fall to the foreign level. In order to maintain the high American standard of living it is said, therefore, that a tariff is necessary. It is perfectly true that in some lines of industry the United States is unable to compete with foreigners, either because of low foreign wages or advantages of other kinds which foreigners possess. The United States cannot hope to excel in every line of undertaking. There are plenty of lines, however, in which America can successfully compete and undersell the foreigner in his own market. American goods produced by high wages are sent to all parts of the world, and offer the strongest kind of competition to the foreign producer. This indicates clearly that American costs for these goods are lower.

Real wages, as well as monetary wages, are high in America, not because of protection but because of the superior advantages and equipment in this country, the small production in relation to rich resources, and the skill and technical knowledge available here. Because of these factors the productivity of the American workman is high, and a high standard of living is the result. American capital and labor are effectively applied, and high wages therefore do not necessarily mean high costs.

If a particular industry in America cannot afford to pay the going rate of wages and at the same time compete with the foreigner, it is because other domestic industries are bidding higher for the services of the worker, since his productivity with them is high. These other industries have set a standard of productivity and pay which the weaker industry is not able to maintain. They attract the labor and capital. It is unfortunate for the weak producer, but if a producer is unable to produce as cheaply as someone else, he must sooner or later try his hand in another field. The economic survival of the fittest, when everybody plays or is made to play according to fair rules of the game, gives the best results for everybody in the long run.

If an industry is unable to pay the high level of wages prevailing in America and to compete with other industries for workers, that industry should not be artificially supported, unless peculiar circumstances can be shown to justify special assistance. The existence of an artificially supported industry means that American labor and capital are being expended upon the production of articles which foreigners can produce more cheaply than we can. American labor and capital, therefore, should be allowed to go into other fields in which this country does have an advantage over the foreigner. Such favored fields exist in abundance in the United States. The fact that American goods, produced by the highest paid workers in the world, are able to go all over the world, bearing transportation costs, and to sell for less than goods produced by foreign, low-paid workers, is answer sufficient to the argument that a tariff is necessary to maintain high wages.

It is, of course, true that industries which depend upon a tariff in order to survive could not afford to pay high American wages were it not for the subsidy provided by the tariff, nor could they meet other costs without the help of the tariff. In such uneconomic industries high wages may logically be said to depend upon protection. This is because if such industries are to obtain workmen they must pay the going rate of wages, which has been set at a high level by the more efficient industries. To do this they must sell their products at high prices which can be maintained only by tariff protection.

Although high wages in industries which are dependent upon protection could not be maintained without protection, the general high level of real wages in the United States is not dependent upon protection. In fact, the level of wages would be higher without protection, since workmen in the protected industries would then be more efficiently and productively employed elsewhere. They would eventually be absorbed by other industries, perhaps by export industries, demand for the goods of which would be stimulated by the increased imports fol-

Turn to Page 63, Column 2

Remarks for the Good of the Order

PHI RHO PI RESUMES ITS PLACE IN FORENSICS

Are you a Junior College debater? Would you like to be a member of Phi Rho Pi, the national forensic honor society for junior colleges? Forensics take on a new meaning of comradeship when you establish a chapter in your college.

Before the war Phi Rho Pi had attained a position of prominence in the forensic world. It held a large convention annually, and debaters gathered together from the four corners of the country at Phi Rho Pi National Meets. The lower division debaters were the bulk of most tournaments in those days. The war, of course, injured the Junior Colleges and set things back considerably and many chapters of Phi Rho Pi had to suspend for the time being, but now the war is over and things are already on the move back to where they were, and we hope to even greater achievements.

A number of Phi Rho Pi chapters have struggled hard to live and keep going during these war years, where chapters once much stronger had to give up the struggle. This group clung together determined to survive and to form the nucleus for the post-war expansion.

Among these is the Southern State Normal Chapter of Springfield, South Dakota, where the National President of Phi Rho Pi, Mrs. Coralee G. P'pool is director of debate. She has carried a steady program of forensic activity and recently this chapter initiated 18 new members qualified for membership under her guidance. In addition to such successful work locally she has worked hard nationally to hold the chapters together that were still striving and succeeded despite the lack of conventions and tournaments such as were common in pre-war days.

Now the reward for all this effort is coming. The National organ, *The Crusader,* which was abandoned for awhile, has been resumed, first as a mimeograph publication and now recently as a printed paper. Its editor is G. A. Kuhlman, of St. John's College, Winfield, Kansas. A card to him will get you and your chapter on the mailing list again. This publication will soon be stimulating action at the old chapters and there should soon be a flood of chapters back into the fold. The group of coaches that held on under the leadership of Mrs. P'pool, Mrs. Mariner, Professor Lines and Professor Kuhlmann and others will soon be rejoicing in a national revival of pre-war debate. We conclude as we began, if you are a junior college debater wouldn't you like to be a part of all this renascence?

Mrs. Coralee G. P'pool, President of Phi Rho Pi

RECRUITING ROSTRUM STUDENTS FOR SPEECH

By H. H. Shelby, *Elgin, Ill.*

Doubtless many high schools have the same problem of recruiting students to participate in contest speech as does Elgin. It is in the hope of passing on some of the methods used here that this article is written.

"Get them young and see to it that they remain interested," has been our philosophy. A few years ago we started scheduling an annual grade school debate tournament to include all eighth grade pupils of the public and parochial schools of Elgin. This event has been well received by elementary principals, teachers, pupils, and by the community at large.

Late in March we visit the various principals to schedule appointments for our high school contest speech students to contact their eighth grade pupils. In the meantime, our high school students prepare original speeches, consisting of such items as (1) the fun of competition, (2) advantages of contest speech, (3) membership in the National Forensic League, and (4), the specific details of the general meeting to be held with the coaching staff at the high school. The speeches are presented, the general meeting held, materials and coaches are assigned, and, after two weeks of research preparation, the high school debaters give the graders an exhibition debate.

Pertinent details of the tournament are as follows: (1) It is preceded by about six weeks of preparation, (2) the regular high school question is the topic, (3)

materials used by the high school squads are distributed, (4) the high school debaters serve as coaches, judges, and timekeepers, (5) competition consists of four rounds limited to eighth grade pupils, three per team, and each school may enter as many teams as it desires, (6) constructive speeches are six minutes each and rebuttals are three minutes each, (7) the ballot includes the rating of each debater and of each team on the basis of their work: superior, excellent, good, or fair.

Our school and city newspapers get behind the tournament, and, in doing so, encourage the pupils to make good records. They summarize the complete results of each pupil, team, and school. Several of the grade school principals find occasion to have their teams debate for assemblies, Parent-Teacher programs, and various other gatherings. It has served as an exceptional experience for the high school students who do the coaching, as well as for the grade school pupils.

The grade school tournament is worthwhile in itself, but it is our primary purpose to interest these boys and girls to the extent that we can count on many of them to register for debate and other speech work upon entering high school. Thus, the constant follow-up of their records –is the real value. This is the way we do it at Elgin.

SOCIAL REHABILITATION THROUGH DEBATE

By Austin J. Freeley
Coach of Debate, Boston University

Editorial Note: *The College of the Pacific, Stockton, California, has on numerous occasions held debates with inmates of the California State Prison at San Quentin. In the South there is a convict farm at Chino, California, where the prisoners come and go practically at liberty on their honor to serve their time and maintain their honor as men and good citizens. The University of Redlands has held debates with them at Chino. A former Redlands and Glendale Junior College debater was one of the prominent officials there and encouraged the debate activity with his Alma Mater. He is now with the occupation forces administering Germany. His name is A. Lamont Smith.*

One of the most interesting and unusual features of the Boston University debate program is the annual debate with the Norfolk State Prison Colony. It seems incredible that a college team would debate a prison team, and equally incredible that a debating society would exist in a prison. However, Norfolk is not the traditional type of prison; it carries on a well rounded rehabilitation program of which debating is an important phase. Under the direction of Mr. Albert J. Fransworth of Boston, a debating team functions "within prison walls" and carries on an extensive program that includes debates not only with Boston University, but with Harvard, Massachusetts Institute of Technology, Boston College, Holy Cross, and other New England colleges as well.

The debate with Norfolk always provides a novel experience for the Boston University debaters. The experience of first seeing the grim vista of the prison and entering through the heavily guarded wall is climaxed by surprise at the sight of the trim brick buildings within the walled area, the neat green lawns, and the spacious auditorium where the debate is held.

The debate and the subsequent meeting of the college students and prisoners not only provide a new and worthwhile sociological experience for the college debaters, but are an important step toward the social rehabilitation of the prisoners, stimulating their thought on questions of national and world importance; also they make for an excellent debate per se.

Boston University won the 1945 debate by a two to one decision, but the prison team is by no means a "push over." Debates at Norfolk are of the highest quality, and over a number of years the prison team has won approximately twice as many debates as it has lost.

The success of the prison team is certainly not due to any educational advantages, as many of the debaters never attended high school and almost none ever went to college. Probably their success is partially due to a native shrewdness coupled with the careful and intensive preparation which they are able to give to the briefing of a debate. As Mr. Fransworth points out: "Unlike the college man, they are not carrying forward any other curriculum, and time in such an institution is at a discount."

The debaters at Norfolk are a cross section of the prison population. All of them have been convicted of felonies and sentenced to the State Prison at Charlestown, later having been transferred to Norfolk. Debating at Norfolk is an integral part of the rehabilitation program. It is the aim of the colony to be, as nearly as possible, a modern community, in which all usual civic activities, political, administrative, industrial, recreational, and educational, are carried on.

The Editor apologizes for the lateness of this number. It was occasioned by the shift from mimeograph to print and the difficulties occasioned thereby and by shortage of labor. We hope to get on schedule with the next number at the end of May. There will be a number in September, one in December and Vol. 3 will move up to February 1947.

Along the Tournament Front

MARCH TOURNAMENT LIST

Savage Forensic Meet (Victory Meet), Tom Houston, Director, Durant, Okla., Feb. 28, March 1-2.
South Atlantic Tournament, 14th—Dr. Albert Keiser, Director. Hickory, N. C., March 7-9.
Ohio Men's Debate Tournament, Capitol University, Columbus, Ohio. March 1-2.
Ohio Women's Oratory, Extempore, Reading Contests. College of Wooster, Wooster, O. March 8-9.
Ohio Men's Oratory and Extempore, College of Wooster, Wooster, O. March 8-9.
Linfield College, 16th Annual, McMinnville, Ore. March 7-9.
California N.U.E.A. Tournaments Northern California, College of Pacific, Stockton. March 22-23. Southern California, University of Redlands. March 29-30.
St. John's College, Winfield, Kansas. March 8-9.
McKinley High School, Niles, Ohio, T. C. Bond, Director. March 2. Individual Events.
Kent State College, Kent, Ohio (District NFL). March 15-16.
Ohio High School State League District Tournament, Ravenna, Ohio. March 9-10. (For Non-NFL high schools).
University of Iowa, Iowa City, Tournament. March
Southern California High School Debate League Novice Tournament, Individual Events, Marshall High School, Los Angeles. March 16.
Grand Eastern Forensic Tourney, Selwyn Hotel, Charlotte, N. C. April 11-13.
Pacific Coast Pi Kappa Delta Tournament, College of Pacific, Stockton, Calif. E. S. Betz, Director. April 11-13.
California Finals Meet, Bakersfield, Calif. (High Schools). April 6.
Pacific Forensic League, Stockton, Calif. April 15-17.
Western Speech Association, Hotel Roosevelt, Hollywood, Calif. April 18-19.
West Point Military Academy Invitational Tournament (18 Colleges and Universities invited). April 12-13.
Ohio State High School Finals at Ohio State University, Columbus, Ohio. April 5-6.
Lehman H. S., Canton, Ohio. NFL District Congress. April 18-20.
Massachusetts Institute of Technology. April 26-27.
Joint Province Meet, Southeast Province Pi Kappa Delta and Lakes Province, Georgetown, Ky. April 18-20.
Southern California Debate League Student Congress. April 12-13.
N.F.L. Regional Speech Contests, Univ. of Denver, Denver, Colo. May 3.
N.F.L. National Contests, Northwestern University, Evanston, Ill. May 6.
N.F.L. Freshman Tournament, Wooster, Ohio. May 4.
Southern California Debate League (H.S.) Individual Events, Beverly Hills, Calif. May 4.
Southern California Debate League (H.S.) Meet, Alternate Question, U.C.L.A. May 18.
Ben Franklin Invitational Tournament, University of Pennsylvania, Philadelphia, Pa. May 17-18.

TENNESSEE INTERCOLLEGIATE FORENSIC MEET

Following are the winners in the Tennessee Intercollegiate Forensic Meet, held January 31-February 1, 1946 at Tennessee Tech, Cookeville, Tenn. Herman Pinkerton, Director.

Men's Debate: 1st. Herman Pinkerton, Jr., James Bradshaw, Tennessee Tech; 2nd. John Briggs, David Campbell, Maryville College.
Women's Debate: Tied for 1st. Sara Goodpasture and Jean Harris, Tennessee Tech, and Audria Stinger and Miriam Wickham, Maryville College; 2nd. Dorothy King, Mary Ruth Barker, Carson-Newman College.
Best Individual Debaters: Men—1st. Herman Pinkerton, Jr., Tenn. Tech.; Thomas Johnson, Carson-Newman, Tie; 2nd. Warren Jones, David Lipscomb. Women—Frances Roden, Carson-Newman; Miriam Wickham, Maryville.
Men's Oration: 1st. Gene Cole, Carson-Newman College; 2nd. James E. Bradshaw, Tenn. Tech.
Women's Oration: 1st. Eda Holmberg, Tenn. Tech.; 2nd. Mariannis Beales, Maryville College.
Men's After Dinner: 1st. Harold Davis, Bethel College: 2nd. Bob Crawley, David Lipscomb College.
Women's After Dinner: 1st. Mariannis Beales, Maryville College; 2nd. Sara Goodpasture, Tenn. Tech.
Men's Extemporaneous: 1st. Lloyd Middleton, Murfreesboro, S. T. C.; 2nd. Bob Crawley, David Lipscomb.
Women's Extemporaneous: 1st. Jean Harris, Tenn. Tech.; 2nd. Audria Stinger, Maryville College.
Men's Impromptu: 1st. John Briggs, Maryville College; 2nd. David McGregor, Bethel College.
Women's Impromptu: 1st. Eda Holmberg, Tenn. Tech; 2nd. Betty Scudder, Miriam Wickham, Tech and Maryville.

CALIFORNIA TOURNAMENT ASSN. MEET

California Colleges held their second debate tournament of the season at Pepperdine College, Los Angeles, Feb. 8-9 with delegations from most of the California Colleges active in debate, including one representative from U. C. at Berkeley.

Three cups were awarded for the following: Sweep stakes. Men's Debate and Women's Debate. The cups were the workmanship of the Hollywood Trophy Company and were a pleasing sight on the table at the head quarters of the tournament.

The list of winners in the various events follows:

Scene at Headquarters, Southern California Tournament at Pepperdine College, Los Angeles, February 9

EXTEMPORE SPEAKING

Men: 1st. Konigsburg, U.S.C.; 2nd. Gould, U.S.C.; 3rd. Tie: Settle, Pepperdine and Furtado, C.O.P.

Women: 1st. Marjorie Sewell, Pepperdine; 2nd. Anita Norcop, U.S.C.; 3rd. Annette Dolinsky, U.C.L.A.

ORATORY

Men: 1st. Tyler MacDonald, Pepperdine; 2nd. Samuel Sackett, Univ. of Redlands; 3rd. Logan Fox, Pepperdine.

Women: 1st. Virginia Rice, Pepperdine; 2nd. Joyce Cook, U.C.L.A.; 3rd. Louise Shahan, C.O.P.

IMPROMPTU SPEAKING

Men: 1st. Konigsburg, U.S.C.; 2nd. McDonald, Pepperdine; 3rd. Settle, Pepperdine.

Women: 1st. Anita Norcop, U.S.C.; 2nd. Annette Dolinsky, U.C.L.A.; 3rd. Marjorie Sewell, Pepperdine.

INTERPRETATIVE READING

Men: 1st. Earl Leake, Pepperdine; 2nd. Crawford Houser, Pepperdine; 3rd. Jim Sewell, Pepperdine.

Women: 1st. Claire Jones, U.C.L.A.; 2nd. Virginia Rice, Pepperdine; 3rd. Marilyn Trope, U.S.C.

DEBATE

Men: 1st. Pepperdine College (McDonald and Settle); 2nd. Tie: Pepperdine and U.C.L.A.

Women: 1st. Tie, Pepperdine and U.S.C.; 3rd. S. C.

Sweepstakes: Pepperdine College.

NORTHERN CALIFORNIA TOURNAMENT

Although some schools and many individual entrants were forced to withdraw their registrations because of fog ("the worst in years"), over two hundred students from fourteen high schools participated in a speech festival at Modesto High School in January.

Events offered included short informal speeches, radio speaking, debate, panel discussion, extemporaneous speaking, and three types of declamation—oratorical, dramatic, and humorous.

Medals were presented to the highest ranking speakers in all events, but no individual winners were determined.

California high schools participating included: Lowell and Lincoln, of San Francisco; Oakland; Lincoln, of San Jose; Lodi, Ripon, Tracy, Newman, Merced, Reedley, Hanford, Fresno, Laton, Corcoran, and Modesto.

The festival was held under the direction of Miss Margaret Painter, of Modesto High School.

The Herald-Express of Los Angeles announces its 1946 National Oratorical Contests under the Direction of Lyle Abbott. The subject this year is Andrew Jackson, Seventh President of the United States.

The National Finals will be held in Boston, Mass., May 2, 1946.

Sectional contests will precede the finals and will be organized to take place about March 15. Regional contests will follow,, leading up to the finals.

An interesting array of prizes are offered as usual.

George Dell, Huntington Park High School debater of Los Angeles, reports from West Point Military Academy, New York, that the Academy is holding a most interesting debate meet April 13-14.

They have invited 15 colleges and universities to take part: Iowa, Ohio State, University of Chicago, Yale University, Harvard University, North Carolina, Boston University, Massachusetts Institute of Technology, Pennsylvania State College, Susquehanna University, Temple University, Princeton University, Columbia University, University of Pennsylvania, and Annapolis Naval Academy. These with the Military Academy will make a group of 16.

A preliminary round is planned in which teams will be rated and assigned numbers on basis of ranking by two judges. The teams will then be matched for a knock-down tournament fracas, one defeat eliminating, and rounds converging toward a winner.

The Buck-eye News Letter reports a steady march of activity in Ohio high schools directed toward NFL District meets, Independent high school district meets, and finals at the State University of a state wide sweep.

In debate many of the tournaments carry both Oregon style and conventional style debates, and separate meets carry the Speech contests. Almost every week-end someone is host to a group of high school debaters or contestants.

At Wadsworth high school recently the winners were:

Original Oratory: 1st. Jim Lawson, Massilon; 2nd. Jack Gibson, Massilon; 3rd. Helga Horiak, Lehman H. S.

Extempore: 1st. Chuck Sohner, Massilon; 2nd. George Funk, Wooster; 3rd. Jim Jensen, Ravenna.

Oratorical Declamation: 1st. Mitzie Peterson, McKinley H. S.; 2nd. Tie—Pat Watson, Lehman H. S. and Margaret Cullen, Massilon H. S.

Dramatic Declamation: 1st. Shirley Firestone, Lehman H. S.; 2nd. Jack Parsons, Massilon; 3rd. Beulah Meacham, McKinley H. S.

Humorous Declamation: 1st. Jim Titus, McKinley H.S.; 2nd. Ben Rosker, Massilon; 3rd. Dick Oberlin, Massilon.

As Massilon High School the debate winners were:

Oregon Style: 1st. Massilon and Ravenna—Tie.

Conventional Type: 1st. Ravenna and Louisville—Tie.

B. Division: McKinley H. S. and Massilon—Tie.

NFL SPEECH CONTESTS

The NFL is arranging to hold regional speech contests to comprise several states each about May 3. We have notice of the Western section meeting at Denver, Colorado, at that time.

The last number of the Rostrum carries a complaint that the National Association of Secondary School principals has not as yet sanctioned travel for debate teams and thus is preventing a full-fledged pre-war National Meet for the NFL. The travel of a speech contestant here and there was thought to be feasible so the Speech contests will be held. The Nationals will be held at Northwestern University, Evanston, Illinois, as they were last spring. The dates are: Monday, May 6, finals. Regions, May 3 at University of Denver, University of Iowa, Syracuse University, and Vanderbilt University.

In California two state contests or so-called N.U.E.A. contests are held, the older and original state contest at the University of Redlands, Redlands, Calif., the second and younger, the Northern California Division, held at College of Pacific, Stockton, Calif. There is talk of holding a meeting of the first two place winners of each of these state meets at an intermediate point—probably Bakersfield, where the four contestants would try for the privilege of representing California in the Regional Meet at the University of Denver.

At the high school tournament at Alhambra High School the first week in March definite arrangements about choosing the California winners will be made. The decision seems to lie with the Colleges which have been conducting the N.U.E.A. state meets and the N.F.L. District and National Officials in California. Brother Alexander of Sacred Heart High School, San Francisco is the District Chairman for N.F.L. in California and Prof. J. Edmund Mayer of Alhambra High School is on the NFL National Council. Professors E. R. Nichols of Redlands and Edward S. Betz of College of Pacific are the college representatives interested.

Northwestern University of Evanston, Illinois, has announced the sixteenth annual National Institute for High School Students of Journalism, Debate and Public Speaking, Dramatics, and Radio. The Journalism session will be June 24 to July 20 and the Speech session will be from July 22 to August 24. Dean Kenneth Olson of the School of Journalism is in charge of the first session and Professor Karl F. Robinson of the School of Speech is in charge of the second or Speech session.

A high school debate clinic was held for the schools of central Ohio on December 1st. in Derby Hall, Ohio University under the leadership of Bet Emsley, Director of the Ohio High School Speech League.

INTERNATIONAL TRADE

Continued from Page 58, Column 2

lowing the removal of the tariff. Wages were high in America before the day of high protective duties and cannot be said to depend upon them.

Another popular argument for a tariff is that by keeping out foreign goods a tariff saves the domestic market for the home producer. This is sometimes referred to as the "additional market" argument. It is supposed that a tariff creates an additional market, namely, a greater home market. The slogans "Buy home products," "Buy British," or "Buy American" are based upon this same false notion.

Persons who advance this argument fail to understand the give and take nature of foreign trade, or of any trade, that exports pay for imports, and vice versa. The foreign transactions of a country must balance, and if imports are cut off, exports will correspondingly be cut off. If the foreigner is unable to sell to us, or to some other foreigner, he is unable to get the wherewithal to buy from us. A particular domestic producer may get an additional home market because of a tariff, but he acquires this market at the expense of another producer, who, as a result of the tariff, loses part of his foreign market. The public, moreover, is required to pay a higher price for the protected article produced under less advantageous conditions and at higher costs than the foreign article.

The foreign market which is lost by the imposition of a tariff is just as good as the domestic market gained. At the same time, the domestic industry which is expanded, and which enjoys a greater home market, is less suited to the country than the industry forced to reduce its foreign market. Labor and capital are withdrawn from the efficient industry and directed into the inefficient industry. A tariff, in effect, forces two citizens to trade with each other instead of with foreigners. If it were to their advantage to trade with each other they would have discovered this fact without a tariff. It is because cheaper, better, or different goods can be obtained abroad that foreign trade takes place.

Purchasing goods from a foreigner when it is to a person's interest to do so is the logical procedure, and means that the person so doing is better off than if he were forced to patronize home producers. The foreigner, who has received dollars by selling, is at the same time enabled to buy goods from our country, so that we do not lose any business. We also get the desired goods more cheaply.

Unfortunately the question of free trade has generally been determined upon the basis of politics, when in reality it is of economic nature. But, even in the realm of politics, high protectionism has resulted in ill will and led to international friction. Through the Hawley-Smoot bill which levied high tariff duties on many products in 1930 we antagonized other countries to the point where within six months after the passage of the bill in the United States, forty other nations had retaliated with tariffs levied against American goods. With one of our best customers, Canada, we lost much more than we gained through decrease in sale of American automobiles and farm machinery in that country.

By carrying on an exclusive trading policy in the twenties and thirties, U. S. gave to the dictators fuel for their nationalism. They could go to their people with the cry that Germany or Japan or Italy had been excluded from the markets of the world and that the only way to combat the policies of the U. S. and other nations was to go to war and seize these markets and sources of raw materials so necessary to their economies. The United States led the tariff parade in 1930 which resulted in the extreme economic nationalism so prominent in the causes of the last war. Even in the face of certain axis defeat, Argentina, a nation in our own hemisphere, remained a staunch friend of the Fascist powers despite all of our efforts. Alienated economically by the U. S. in 1930 and 1935 with high tariffs and quotas on beef, she was no longer our friend.

High tariffs and exclusive trading policies have never built good will throughout the world. The Ottawa Agreements which provide preference tariffs for the various parts of the British Empire were prompted by our high tariff laws such as the Hawley-Smoot bill.

A respected American said just a few months ago, "Peace will not come through political appeasement, but through economic cooperation....." Free trade is a necessary part of that cooperation. Yes, eventual free trade is one of the clues to world peace.

International peace and good-will will not come until the nations of the world learn to get along together on an economic basis. At the heart and center of international relations is international trade. All nations are now in "one world." Through improved means of transportation and communication we are all neighbors. Our political and economic conditions are inter-related.

Some suggest that free trade is not practical and cannot work. They overlook England's profitable experience with this practice. They likewise are not mindful of the benefits which we have received from the Reciprocal Trade Agreements Act of 1934 which lowered tariffs with some twenty-five different nations. The result of this lowered tariff was that from 1934 to 1938, through these agreements, we experienced a billion dollar increase in our exports which was a 40% gain. With Canada her foreign trade with non-agreement countries increased but 21%, while with the United States our exports grew by 42%. The possibilities for increased exports which will do so much to increase our prosperity are unlimited through the opening of channels to efficient American industries.

ECHOES FROM THE NATIONAL CONVENTION

The Debate Section of the National Speech Convention held Dec. 26-29 at the Deschler-Wallick Hotel, Columbus, Ohio, appeared in the Program Booklet, as follows:

Debate, 10:45 a. m., Room 1440 (Wallick). Friday, December 28th.

Chairman: Lionel Crocker, Denison University.

10:45 Debating: from Aristotle to Atoms, Hale Aarnes, Stephens College.

11:00 Debating for the Public Welfare, Charles R. Layton, Muskingum College.

11:15 Giving Debate Back to the Campus, L. C. Staats, Ohio University.

11:30 Debate in the College of the Future, James N. Holm, Kent State University.

11:45 What's Wrong With Debate Questions?, Robert T. Oliver, Syracuse University.

An interesting session was reported.

News Notes and Personals

OBITUARY

Dear Professor Nichols:

I have your letter of February 3 regarding William Ray. I regret that I do not have a cut which I could send you. There should be one around, but I have been unable to locate them thus far.

I am enclosing a copy of the memorial resolution which this faculty adopted last May. It will give you some information about him.

Mr. Ray was graduated from the University of Denver in 1937 with a major in speech, having been outstanding in debating during his four years there. He was manager of debate during his senior year. He came to the University of Alabama in the Fall of 1937 as coach of debating and acting instructor in speech. He entered our graduate school, and two years later, in May of 1939, received the M. A. Degree from the University of Alabama. He was then appointed an instructor in the Department of Speech and continued as coach of debating. He held this rank and position at the time of his induction into the Army in March, 1941.

His work as coach of debate here at the University was outstanding. He had large debate squads composed of very able teams which ranked with the best in the country. He was very highly regarded by his fellow debate coaches in the South, as well as by all others who knew of his work.

I know nothing of the details of his death—only that the War Department reported he was killed in action in Germany on April 6, 1945. He was a First Lieutenant and a member of the 939th Field Artillery Battalion. He was 29 years old at the time of his death.

I know this is rather sketchy information, but it is the best I can do at this time. I hope you will be able to use some of it, and regret that I do not have a cut or picture to send you.

Sincerely yours,

T. Earle Johnson,

Head, Department of Speech

OUR NEW NATIONAL

At the National Convention of the National Association of Teachers of Speech held at the Deshler-Wallick Hotel, Columbus, Ohio during the Christmas Holidays a significant action was taken. The name of the organization was changed. There is no longer a National Association of Teachers of Speech. It has been succeeded by the

Speech Association of America

Some may say this is a distinction without a difference but that would be an undiscerning remark. The change was made for two distinct reasons: (1) It was thought desirable that persons prominent in Speech, Drama, and Radio who were not teachers in American schools and colleges should be eligible for membership. Now with the change to a new name and a new constitution, they will be. (2) It was decided that there was no point in limiting our main Speech organization to the United States. It was felt that teachers and Speech workers in Canada should also be eligible to membership, so membership was made international. It is the Speech Association of America—not of the United States. It is no longer National—but international. It is not even limited now to North America. This change is in keeping with the expanding view of the times, and is an open invitation to Latin America as well as Canadian America.

The debating interests will welcome this change as they have been for some time interested in trans-Atlantic debating and for many years before the war brought teams from English Universities, from Great Britain (i.e. The United Kingdom) and from Germany. Although there has not been extensive debate relations between Canadian and "States" colleges there have been some such debates, and a move like this will greatly encourage forensic relations in the futuer. Undoubtedly Tournaments will now begin sending invitations to Canadian colleges.

THE PI KAPPA DELTA CONVENTION WAS POSTONED

Reluctantly the National Council of Pi Kappa Delta was obliged to postpone the National Convention which they had expected to hold this spring. War conditions still remain that were of such nature that a convention of the sort Pi Kappa Delta holds met with severe difficulties.

First, there was difficulty in getting a hotel in the right sized city to accept the convention. By the right sized city, Pi Kappa Delta means from the size of Topeka or Tulsa to Omaha or Houston. The hotels are still so crowded with the war travel and residence of persons whom the housing shortage has forced into the hotels, that no hotel is desirous of giving proper student rates for a convention. Next, Pi Kappa Delta needs the cooperation of a school building where about 75 rooms are available simultaneously for contests. It wasn't possible this spring to get the school building and the hotel in the same city.

The Pi Kappa Delta convention this spring would no doubt have been smaller than the conventions a few years before the war as many colleges have not returned to peacetime conditions sufficiently as yet to have de-

bating and speech contests as was usual before the war. However, it was expected that about 450 to 500 instead of the pre-war 800 would probably show up for the event.

At any rate the National Council was unable to make satisfactory arrangements this spring so the convention has been postponed until next year. The search for the right place to meet will continue.

The Peace Oratorical Contest, so familiar to the pre-war forensic students, is to be reorganized now, according to a report from Howard C. Morgan, of Earlham College, Indiana. The death of both Helen and Mary Seabury, who financed this contest nationally, makes this action necessary. The National Committee of the contest called for a meeting of all the Chairmen and Coaches of the old pre-war Association during the National Speech Convention at Columbus, Ohio, Dec. 27-29. The National Committee of the old Association is: Dr. William Norwood Brigance, of Wabash College, Ind., A. G. Weidler, and H. C. Morgan.

NATIONAL FORENSIC LEAGUE

The Southern California Debate League, consisting of the high schools of Los Angeles County, maintains a strenuous schedule of debates, speech contests and congresses during the scholastic year, topped usually by the two state (Northern and Southern California Meets) tournaments and the National NFL Convention in normal times. They recently elected the following officers for the year:

L. D. Hanks, Excelsior High, Norwalk, President.

Guy C. Moore, Manual Arts High, Los Angeles, Vice-President.

Mrs. Lorna Tulley, Beverly Hills High, Secretary.

Mrs. Mary Palfrey, John Marshall H. S., Los Angeles, Treasurer.

NFL has awarded the diamond or Distinguished Service keys to the following teachers this season:

R. P. Hibbs, DuQuoin High School, DuQuoin, Ill.

Mrs. John B. White, Central High School, Nashville, Tennessee.

Edmund T. Anderson, Great Galls High School, Great Falls, Montana.

Albert E. James, Longmont, Colorado High School.

Dora Newman, Massilon (Ohio) High School.

The Rostrum of NFL reports six high school leaders in as many districts so far this debate season. They are:

Massilon High School, Eastern Ohio District.

Byrd High School, Shreveport, La., in the Texas district.

Hornell High School, Hornell, New York in N. Y. District.

Omaha, North H. S. in the Nebraska District.

Eau Claire (Wisconsin) High School in the Wisconsin District.

Davenport High School in the Iowa District.

WESTERN ASSOCIATION OF TEACHERS OF SPEECH CONVENTION

The Western Association of Teachers of Speech will meet at the call of the President, Dr. Alan Nichols, of the School of Speech of the University of Southern California, at the Hotel Roosevelt, Hollywood, California April 17-18.

The program, which is now being planned will be announced in the March number of *Western Speech* which will appear about the same time that this magazine appears in March. After considerable discussion it was decided to give up the tournament part of the meeting this spring and utilize the meetings of the Pacific Forensic League and the Pi Kappa Delta West Coast Tournament in the week immediately preceding.

There is talk of selecting a debate subject for the early fall and for the Western Convention next Thanksgiving vacation when it returns to its pre-war time and customs. If such a selection is made it will be done at this spring convention of the Association. Many of the coaches are said to be in favor of two debate subjects—one for each semester of the college year.

There will be an effort to arrange for the Thanksgiving meeting somewhere in the neighborhood of San Francisco, although the tournament part may be held as far away as Stockton or San Jose.

THE SOUTHERN SPEECH CONVENTION

Prof. Robert B. Capel, President of the Southern Association of Teachers of Speech has called the meeting of this association for March 21-23, 1946 at Atlanta, Georgia. The Convention will be preceded as usual by a Debate and Speech Tournament March 19 and 20 for both high schools and colleges. There will be a student Congress for both which will run concurrently with the Teacher's Convention.

The forensic contests will be directed by Professor Charles McGlon of the Baptist Theological Seminary of Louisville, Kentucky. His staff and the director of the Congress and other details will be announced later.

The Southern group is planning to have the President of the National Association, Dr. W. Norwood Brigance of Wabash College, Indiana, as their guest speaker .

This is the first Southern Convention since the war and the South is looking forward to it eagerly.

The Lewis and Clark Journal, Spokane, Wash., reports that Raymond Grew of the Lewis and Clark High School of that city has been selected as a semi-finalist in the Our Times talent quest for "America's Town Meeting of the Air." The final contest will be held in St. Louis, Mo.

N,F.L. NOTES

Again this year, the American Forum of the Air provided the facilities for the annual N.U.E.A. Radio debate over the Mutual Network and the Scholastic Magazines financed the cost. This year an innovation was tried in that the Debaters on the program all were high school or former high school speakers. These students represent high schools in four different sections of the

country: Maine, North Carolina, Wisconsin, and Texas. Franklin Reed, Austin, Texas and Rod McPhee, Eau Claire, Wisconsin took the affirmative. Donald Marston, Lewiston, Maine, and Ann Kelly, Rockingham, North Carolina appeared for the negative. The debate was held Nov. 20, 1945 at the Hotel Shoreham, Washington, D. C. at 9:30 Eastern Standard Time. Theodore Granik was Moderator.

Two N.F.L. Districts are now maintaining Mimeo graph news bulletins for their chapters: The Buckeye News Letter, edited by C. M. Schindler of McKinley H. S., Canton, Ohio, and the Penna Gavel edited by Albert L. O'Connor, Jr. of Monnessen H. S. Pennsylvania.

The Bakersfield High School announces that it is returning to debate again this season after an intermission occasioned by the war. Prof. N. B. McLeod of the Hollywood high school returned from the armed services about the first of February and took immediate steps to put Hollywood back into Southern California forensics. Then something happened; business tempted him from teaching and he resigned and Hollywood debate aspirations took an unfortunate slump.

Robert Zusy of St. John Cathedral High School, Milwaukee, Wis. is the NFL leading point winner this year so far. Last year it was David Funk of Wooster, Ohio. Wooster probably will not remain long out of the running as a third Funk—George—is now collecting forensic points and honors. Funny how it runs in families, isn't it? A few years ago in college there were the Case brothers up in South Dakota—and now one of them is the author of the Anti-Strike bill in Congress and the other is editing the Rotarian.

The Southern District of NFL (deep south) held a Student Congress Dec. 17-18. The Orland chapter was the sponsor of the event, using the 100th anniversary of the admission of Florida to the Union as the occasion to be celebrated. The Congress met in the State Capitol Building at Tallahassee.

Chr. L. R. Kremer of the South Dakota District is stirring up a lot of activity. His Sioux Falls chapter sponsored a four state tournament in February. Anent some of that activity, Coach O. W. Kolberg of Lead, South Dakota writes: "Lead, South Dakota debaters traveled 125 miles to Gillette, Wyoming, on January 26th where they won a four round tournament on the military training question. The next week they traveled 250 miles in the other direction, going to Pierre, the capital city of their state. Here they engaged in an eight school tournament participating in 17 debates. Both ends of the state met when Sioux Falls defeated Lead. This was truly a meeting of the extremes for both schools had traveled 250 miles to be present. Sioux Falls, Pierre, and the city of Winner, tied for first place in the tournament.

Southern California District of NFL will hold its student Congress at Santa Monica high school April 12-13.

The University of Redlands California State Tournament and the College of Pacific State Tournament, one for the South and the other for the North will be held this year March 29-30 in order to allow the winners time to meet at Bakersfield to decide who shall represent California at the NFL Regional Meet at Dnver, Colo rado May 4.

PHI RHO PI

Los Angeles City College has not resumed debating as expected this year. Former Coach Edmund W. Doran reports that they are without a coach and their policy for the future undecided, which means that he is too heavily loaded to take on sponsoring forensics.

Leonard McKaig, who expected to resume debate at Bakersfield J. C. this season, has been prevented because of sickness in the family and a load too heavy at the college to allow taking on the additional work of the forensics squad.

The Northern California Junior Colleges met at San Francisco in November. E. O. Smith of Modesto J. C. presented a paper on "Objectives in English and Speech in the Post War Education."

The home of Sylvia D. Mariner, National Secretary of Phi Rho Pi, at Britton, Okla., was wrecked by vandals and thieves recently while she was away from home on the sad journey to Arlington Cemetery, Washington, D. C. to bury her husband, Captain C. E. Mariner. Upon her return home she found wild disorder, with broken dishes (most expensive ones) canned goods and cooking utensils scattered all over the floor. Two typewriters, several $50 tablecloths, three watches, a radio, virtually all the family clothing and bed clothing was taken and the place wrecked. The damage will run into several thousand dollars.

The January Phi Rho Pi Persuader appears in print instead of mimeograph. There are several other signs in it that the junior college honorary is marching back toward its pre-war status. The number carries several tributes to Captain C. E. Mariner, who was a veteran of the first world War and became well known in Phi Rho Pi circles as his wife, Sylvia D. was National Secretary of that organization.

Southern State Teachers' College of Springfield, South Dakota, has just initiated 18 new members into its chapter. This is the chapter of the National President of the order, Coralee G. P'pool.

Lilian Kovar, of the Pasadena Junior College chapter, is student member of the National Council of Phi Rho Pi. Miss Kovar won women's Oratory at the Pomona College Tournament last December.

John Fannuchi of Bakersfield Junior College, and a graduate of College of Pacific has returned to Pacific this year as a member of the Speech Staff and is helping Edward S. Betz, debate coach, with the tournament work this season.

Dr. R. P. Kroggel, immediate past president of Phi Rho Pi, is now Regional Director for the Radio Corporation of America, 411 Fifth Ave. New York City.

Ft. Smith Junior College (Arkansas) is making plans to get back into active status in Phi Rho Pi. Prof.

George C. Coleman is faculty adviser.

Virginia Junior College, Minnesota, reports that Miss Asseltyne is expected to return to the campus from war work in September this year.

Kilgore chapter, Kilgore, Texas, expects Capt. E. C. Ratliff to return this fall.

Among the chapters still inactive but expected to revive soon are: Bakersfield, Glendale, Long Beach, California; North Park College, Chicago; Grand Rapids J. C. and Muskegon J. C. Michigan; Northwestern J.C., Orange City, Iowa; Bluefield College, Virginia; Tennessee Wesleyan, Athens, Tenn.; Pratt Junior College, Kansas.

J. D. Davis, former Coach at Glendale J. C. is now in the East. He is succeeded at Glendale by Harold L. Brewster, formerly at Hoover High School, Glendale. Brewster is an old U.S.C. orator and debater, and has been doing some public lecturing recently.

DELTA SIGMA RHO

Senator Wayne L. Morse of Oregon was a debater at the University of Wisconsin and later coached debate teams there and at the University of Minnesota, while in law school there, according to an article in the Saturday Evening Post by Margaret Thompson. The article is delightful reading for debaters and persons who have a curiosity about what becomes of debaters and what happens to them.

Seymour Vinocur, well known University of Southern California debater, is a Sergeant in the U. S. Occupation forces in Korea.

Dr. Kenneth G. Hance, formerly at University of Michigan, is now a member of the Speech Staff at Northwestern University, Evanston, Ill. He is Secretary of Delta Sigma Rho, and editor of the Gavel, it's publication. He is also actively associated with oratory, having served for several years as executive secretary of the Interstate Oratorical Association. Dr. Hance is a graduate of Olivet College, Mich., and with J. H. McBurney is joint author of "The Principles and Methods of Discussion."

Dallas C. Dickey is author of a book on Sergeant Prentiss, which is Volume 8 in a series published by Louisiana State University Press called the Southern Biography Series. Fightin' Joe Wheeler and "Pitchfork" Ben Tillman are also featured in this series.

Dr. Alan Nichols has succeeded the late Dean Ray K. Immel as head of Speech at the University of Southern California, Los Angeles, but it is rumored that he insists that this be only a temporary assignment.

Col. Harold F. Harding, Chief of Staff of the Replacement Training Command in the Pacific with headquarters in Hawaii, was recently awarded the Bronze Star medal for meritorious service. He is author of an article on "New Directions for Higher Learning" in the Nov. '45 number of the Delta Sigma Rho Gavel.

T. M. Beaird of Oklahoma University is a district governor in Rotary International for the year 1945-46, the 124th district.

Wilbert Snow, sponsor of the Wesleyan chapter of Delta Sigma Rho, is now Lieut. Governor of the State of Connecticut.

Miss Lilliam M. Bean, sponsor of the Mt. Holyoke chapter of D. S. R. is executive secretary for the Council on World Aggression, Inc. with headquarters in New York City. For the past two years while on leave from Mt. Holyoke, she has been director of the speakers' bureau of the American Red Cross in the North Atlantic area.

Charles W. Lomas has joined the faculty of Speech at the University of Michigan as assistant professor. He has previously served at Pittsburgh and at Stanford University; he fills the place left vacant by Kenneth G. Hance.

Thorrel B. Fest, former co-sponsor of the Albion chapter of Delta Sigma Rho, who has been for two years a member of the Clinton Engineering works (atomic bomb) staff at Oak Ridge, Tennessee, is the new forensic coach at the University of Colorado.

Sanford Goldner, former debate coach at University of California, Berkeley recently addressed a meeting in the State Street Christian Church, Redlands, on the subject of Labor and Industry as related to the significant factors of reconversion. Dr. Goldner is now the assistant director of research for the California CIO Council.

Prof. C. C. Cunningham of Northwestern University (Evanston) School of Speech has recently given up his work as a sponsor of debate at Northwestern and is on leave for this term. He is now heading the Interpretation work at Northwestern and has written a book in the field "Literature as a Fine Art." He is ranching at Lovington, New Mexico for the time being.

Dr. Sherman Lawton, for a number of years in charge of radio at Stephens College, Columbia, Missouri, has gone to the University of Oklahoma, where he has a similar position. He was succeeded at Stephens by Hale Aarnes.

Dr. Richard T. Murphy, for several years with the Department of Speech at the University of Colorado and sponsor of debate there, has recently transferred to the Division of Speech at the University of Illinois.

Prof. W. Arthur Cable, Head of Speech at the University of Arizona, has been teaching in the University of Denver summer school and carrying work toward the doctorate.

Lieut. Wilmer Stevens, former debate sponsor at the University of Wyoming, has returned to his work in the Speech department from army service at Waco Army Airfield, Waco, Texas. At Waco he was assigned to the Voice Communication Laboratory.

PI KAPPA DELTA

Pi Kappa Delta has chosen for the National Extemporaneous Speaking subject for its Convention Tournament this season: Labor Problems in the United States.

The Navy V-12 wound up its program at the University of Redlands December first. Unfortunately for the forensic situation Redlands lost 5 V-12 debaters to

U.C.L.A. in June and three to U.S.C. November first. Add to those lost, the debaters not out, and the Redlands squad has suffered a severe reduction just as debate is coming back.

Raymond E. Untereiner is returning to California Institute of Technology at Pasadena, as dean of freshmen after two years' war service as Economist for the National Association of Manufacturers in New York. He also is resuming his position as Coach of debate and speech activities at the Pasadena institution.

Dr. Jahn Scott Everton, former debater at Redlands, has returned from administering the relief and rehabilitation program of the American Friends Service Committee in India to his position at Grinnell College, Iowa, as Dean of the Chapel and Chairman of the Department of Philosophy and Religion.

The Reverend Noel LeRoque, Redlands debater in the early thirties and later Coach of Debate at Boston University, is now pastor of the First Methodist Church in Burbank, California.

The Reverend Frank Thompson, winning orator and debater at Redlands in 1932-35, is pastor of the Cranston, Rhode Island, Baptist Church, where an energetic building program is now absorbing his attention.

Robert A. Covington, Redlands debater in the immediate pre-war days in a Sergeant in the U. S. Army and is serving in the South Pacific. One of his colleagues also hailing from Alhambra, California, Carl Burness, winner in debate and extempore speaking at the Knoxville, Tennessee, Convention, is with the occupation forces in Korea.

Joe Ikeguchi, former Nisei orator and chapter president at Redlands was made a second lieutenant in the field last summer. He has been serving in India and China, and was stationed for some time at Kunming. He reports getting hungry for steak and ice cream.

Southwestern Louisiana Institute ranked first this last year in number of new memberships sent in to headquarters and in keys purchased. Lewiston, Idaho, was second. U.C.L.A. has just sent in ten memberships and looks like a possible winner for first place next year.

Sherod J. Collins, who has been playing the part of Pa Allen in the Broadway Show "Dark of the Moon," has a very interesting article in the October Forensic on his experiences in the histrionic field. He is returning to his speech and debate coaching job at Kirksville, Missouri, Teachers College.

The chapter at Rollins College, Florida, is being revived and brought back to active status by Anthony Thomas Fruin, a Dutch student, who fled the Nazi occupation of Holland and reached this country. He was for a time a member of the Royal Netherlands Military Flying Corps but an injury at La Guardia field in 1943 permitted his return to college.

Roy D. Murphy of Southwestern Louisiana Institute has recently been made Associate Editor of the Forensic. Mr. Murphy has served as Province Governor of the Lower Mississippi Province, and as a Member of the Charter Committee of the National Organization.

Professor Earl Huffor, head of the Speech work at Sam Houston State Teachers College, Huntsville, Texas was awarded an honorary degree of Doctor of Literature at Southwestern University, Georgetown, Texas in June. Southwestern is Dr. Huffor's Alma Mater.

Prof. Clifton Cornwall, former coach of forensics at Kirksville Teachers College has resigned to become director of Information and General Administrative Assistant at the Kirksville College of Osteopathy and Surgery. Prof. Cornwall served for a number of years as an assistant editor of the Forensic and will be missed greatly from Pi Kappa Delta circles.

Lieut. Glenn R. Capp, chosen National President of Pi Kappa Delta at the last (Minneapolis) Convention, and who served for two months before enlisting in the Army has now returned from Buckley Field, Denver, Colo., to his position in the Speech Department at Baylor College, Texas.

Capt. H. M. Burrowes of Grove City College, Pa., reports that he does not expect to get back from military duties before next school year.

Donald Ecroyd is the new Director of Forensics at Simpson College, Indianola, Iowa.

Herbert L. Curry, formerly coach at Colorado State and Yankton College, South Dakota, has joined the faculty at the College of Education, Mt. Pleasant, Mich. He has been in war work for the past three years.

J. D. Hansen, former coach at Kearney State Teachers, Nebraska, and Coe College, Iowa, goes to the Alpha Chapter if Pi Kappa Delta in Kansas, Ottawa University.

Dr. David H. Briggs will direct the forensic activities at Maryville College, Tennessee, this year. He reports an excellent squad out for the season.

Paul Crawford, who has been doing graduate work at Northwestern University, is back on the job at Northern Illinois State Teachers College this year.

D. J. Nabors, head of Speech at East Central State Teachers College, Ada, Okla., is putting on a weekly radio program over KADA at 4:15 Thursdays.

Arthur S. Gillespie of Wake Forest Chapter, North Carolina, who was stationed at the China Baptist Theological Seminary, Kaifeng, Honan, China, before the war, reports that he hopes to return as soon as conditions permit. This year he is pastor of the Wake Forest Baptist Church.

Dr. Robert Strawn, former Speech teacher at Kearney State Teachers, Nebraska, is Director of Education on the island of Guam.

Congressman Karl E. Mundt has an article in Liberty (Sept. 22) on "How the Reborn Dies Committee Will Operate." Mundt was former coach of Debate at Madison Teachers, South Dakota, and was active also in the NFL. He has an article in the January Forensic of Pi Kappa Delta also.

C. Lloyd Shubert is Director of Speech Activities at the University of Omaha this year.

Dr. Wade Ruby of the English Department succeeds Prof. Batsell Barrett Baxter as coach of debate at Pep-

perdine College this year. He reports a good squad in prospect for the season. Tyler Macdonald, formerly of S. C. and author of the oration on General Billy Mitchell, printed in Vol 1 No. 2 of the Debater's Magazine has joined the Pepperdine squad.

Stork Route Reports credit the arrival of John Martin Holcomb in the home of National President of Pi Kappa Delta, at Rock Island, Illinois.

A deciphered communication from the Stork Route says that Ruth and Carl Burness, have a baby daughter, Barbara Lynne, born at New Haven, Conn., where the father was stationed before embarking for the occupation of Japan. All who remember Carl as the double winner at the Knoxville, Tenn. Convention will be glad to know that he is a Lieut. in the U. S. Army and came up the hard way from the ranks. Latest is that he is now stationed in Korea.

Private Roy Poole, well known Pacific Coast orator is in Germany with the occupation forces. He recently sent the Editor a view of Trafalgar Square, London, acquired on a two weeks' leave over in old Albion. He hopes to make it home in time to be back in college and in line for the National Oratorical at the convention. tournament next year. More recently he has taken up studies in radio and drama at the American University of Biarritz.

Ensign Robert S. Cathcart, former Pepperdine and Redlands debater writes from the Central Pacific that he would dearly love to be back in debate again. That no matter what happens "My first love will always be speech and debate. So here's to bigger and better tour naments!"

Lola Walker leaves Central College, Missouri, to follow P. Merville Larson at San Marcos State Teachers, Texas, pending the return of Hugh Seabury, still in the armed services.

L. K. Bowerson is the coach of forensics at McPherson College, Kansas, this season.

M. C. Latta returns to educational work to succeed Demarise C. Kitch as head of Speech at Doane College, Nebraska, this year. Professor Kitch goes to Southern College, at Lakeland, Florida, as dramatics professor.

Burney E. Howard has returned from war service to his position at Stephen F. Austin State Teachers College, Nacogdoches, Texas. He is planning to revive the debate work.

Jack Selke, of Illinois Pi, who won both extempore speaking and oratory at the Illinois Province in 1944, was reported missing in Germany last winter. No additional word has come since.

Miss Martha de Graves, a former debater and orator at Southwestern Louisiana Institute is assistant debate coach at Southwestern University this year.

Dr. Evelyn Kenesson, who was Acting Debate Coach at Louisiana Polytechnic Institute, Ruston, La., has accepted a position as Professor of Speech at Bowling Green State College, Bowling Green, Ohio, following Wayne Thompson, who joined the Speech Staff at the University of Missouri.

Prof. Vernon Utzinger, of Carroll College, Wis., is editing the Wisconsin Speech Courier, official publication of the Wisconsin Teachers of Speech, this year.

Mack Grimes will do part time teaching at Otterbein College, Westerville, Ohio, now that he is back from the war, and will succeed Dr. Paul B. Anderson as debate coach there. Dr. Anderson established an enviable record during his five years at Otterbein.

Dr. Wilbur E. Moore, member of the National Council, taught at the College of Pacific, summer school and directed the Speech clinic there. A little girl, Mary Lee, has arrived at his home to live from now on, while he proudly carries on as Papa Moore at Central State College of Education, Michigan, as Head of Speech.

Prof. William V. O'Connell, former National President, was elected president of the graduate men's Club at Colorado State College of Education this summer. He finished his work on the doctor's degree and also served on the summer school faculty.

Prof. J. R. Pelsma, Kansas State Teachers, Pittsburg, has been transferred to the professorship of Language and Literature, and we may have lost a debate coach from Pi Kappa Delta circles.

Rep. Lyle H. Boren, charter member of the East Central State Teachers College chapter, elected to Congress as its youngest member some time ago, has recently been attracting attention as watch dog of the National Treasury. He is striking out at shrewd but legal manipulations to deprive the federal treasury of more than $500,000,000 in taxes annually.

Horace S. Cushing, pastor of the Fontana Community Church (which is the local community church of the famous Kaiser Steel plant) has been presenting a notable program on "Family Counseling" before the Southern California Rotary Clubs. Cushing got his start as a debater in college.

Clarence Oswald, coach of debate at Tucson, Arizona High School before the war, is stationed at Agra, India, in the 242nd General Hospital. He writes frequent letters to his friends in the states and doesn't admit that he is homesick.

George A. Dunlap is the new coach at College of Emoria; Ethel A. Kaump at Kalamazoo College, Mich.; Fr. Francis Wilson at University of Detroit; Mrs. Vern Munger-Miller at Huron College, South Dakota; W. H. Jordan, at Dakota Wesleyan; Lloyd Pierce at Carson-Newman, Tenn.

Batsell Barrett Baxter, formerly coach at Pepperdine College, Los Angeles, Calif., is now coach at David Lipscomb College, Nashville, Tennessee. He is looking forward to the development of a Pi Kappa Delta chapter there in the postwar years when the institution becomes a 4-year college.

Carl Weston McIntosh, former director of debate at Park College, Mo., and at Southern Branch, University of Idaho, is now with the army of occupation at Frankfort-on-Main, Germany. He writes that he would greatly appreciate cvilian clothes again and a chance to see his wife and infant daughter.

Conway Snyder, former debater at Redlands and member of the U. of R. debate team at the Topeka (Kans.) convention, served on the atomic bomb staff in the New Mexico station. He says only a thimble full of uranium, so to speak, was detonated in sending a larger quantity of the U-35 into destruction. Snyder recently spoke at his Alma Mater on the Atomic Bomb.

Martin J. Holcomb, President of Pi Kappa Delta, and William V. O'Connell, Past President, visited Omaha December 14-15 in an effort to settle convention difficulties and arrange the National Convention—but it was "no go."

William E. Roskam has returned from the USNR and is now at home making preparations to rejoin educational work. He may return to Lake Forest College, but possibly to the business office instead of to the Speech Department.

John Lewis King, former Deputy Assistant District Attorney of San Bernardino County, California, and finalist in oratory at the Wichita Convention of Pi Kappa Delta has returned from service in the Air Corps and will teach an Evening Course in Law for Adults at the San Bernardino Valley Junior College. This is not King's first venture into Community Service as he formerly taught courses for the American Institute of Banking in San Bernardino. King is an alumnus of Redlands.

Egbert Ray Nichols, Jr., USNR, was flown to Guam and back by the Navy, and served in Communications on the Pacific Island from Sept. 1st to Nov. 25th, returning by way of Pearl Harbor and the Hawaiian Islands. He is now back in the Navy for six months, serving in Communications again at Washington, D. C. He drove by automobile from California to Washington, D. C. in January to report at the Bureau of Operations in the capital and was not able to get a single night's lodging at any public hotel or auto camp, but was obliged to stay at army camps, a naval hospital, and twice drove all night.

At the Pepperdine Tournament, recently held in Los Angeles, the college provided lodging for the visiting debaters and their coaches, taking no chances with public accommodations, which on week-ends are almost impossible in California cities.

TAU KAPPA ALPHA NOTES

New Sponsors of Tau Kappa Alpha: T. Earl Johnson for Alabama; William Ray, former sponsor, was killed in action in Germany; J. R. Moore is at A.P.I., Auburn, Ala.; Fred Dove at Bridgewater; A. J. Moley at B-Y Univ., Provo, Utah; Mrs. Barney Magerlein at Capital; Seth Fessenden, at Cornell College, Iowa; R. S. Illingworth at Clark University; C. P. Constance in place of A. A. Hopkins, deceased, of University of Florida; K. Cristensen at Indiana State Teachers, Terre Haute, Ind. (Paul Carmack is pursuing graduate work at Syracuse University under Robert Oliver); Cole Brumbeck is at Manchester; W. W. Ferguson at Lynchburg; B. D. Murray at Moorehead; L. J. Horton at Murray State; (Bob LaFollette is now at Ohio University, Athens, O.); N. Firestone is at Occidental; Nina Guard at North Carolina; T. Prufer at Roanoke; Eugene Marble at Rhode Island State; R. Harlan at Richmond College, Va.; Albert O. Mitchell at Santa Barbara State, Calif.; G. F. Totten at Southwestern, Memphis, Tenn.; Dr. Elizabeth White at Ursinus, Collegeville, Pa.; (Harvey Carter is now at Denver University).

Prof. Lionel Crocker of Denison University, National Secretary of Tau Kappa Alpha conducted a summer school class in Debate at the University of Michigan last summer. He and Louis Eich are soon to publish a book on Oral Reading, Prentice-Hall publisher.

John Black has returned to his former position at Kenyon College, Ohio.

Arthur M. Mintier, TKA sponsor, Waynesburg College, states that debating has been revived after a two-year lapse. Debates were held with California, Pa. State Teachers, Fairmont, W. Va. State Teachers, Washington and Jefferson and Potomac, W. Va. State College. Of 64 alumni members, 37 are in the armed forces, one having died in action, Pfc. Richard Pollock, '44.

Gettysburg College reports that nine members were initiated into TKA Joy Nelson, Secretary-Treasurer, states that Gettysburg has had an active year.

William S. Long, TKA sponsor at Radford College, states that Dr. Robert Nance has been initiated as a honorary member of this chapter. During 1944-45, Radford Chapter took part in three Virginia State debate tournaments, sending four teams to the first, two to the second, and four to the third. Radford's teams won first place on both affirmative and negative sides of the question in the fall tournament.

Wittenberg College has added two members to its TKA chapter. Miss Rose Cadwagan, Wittenberg's able secretary-treasurer, is retiring from active service at the college. Her efficient services will be a great loss to TKA. Fifteen members, alumni and new initiates, attended the annual initiation banquet. Professor Paul R. Brees, Director, Department of Speech, is TKA sponsor.

Herbert E. Rahe speaks for Willamette University. This year was the best which Willamette has had in the Pacific Forensic League with seven firsts and seven seconds in the three contests: after-dinner speaking, oratory and extempore speaking. In intramural speaking, Willamette ranked high.

Lafayette College, through its able director of forensics, Professor Albert H. Gilmer, reports that due to the war, Lafayette has no TKA activities to report. In the autumn Lafayette hopes to take up forensics once more.

Anna E. Lindblom declares that Western Michigan College had a very active year in spite of the war. Free-for-all debates and discussions have been held. Ruth Schnoor, senior debater, won the Horace Rockam Scholarship to the University of Minnesota.

Brigham Young University under Alonzo J. Morley is getting back into the forensic picture.

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THERE WERE GIANTS IN THOSE DAYS

Continued from Page 34, Column 2

elected to the Presidency of Pi Kappa Delta and elected to the professorship of Speech at the University of California at Los Angeles. It was when Marsh came to California and joined our immediate circle of colleges which competed together that we began to realize what a powerful coach of debate he really was. My teams have met those coached by Wells of S. C. Law of the famous controversy in the Quarterly Journal of Speech in the early days, and innumerable other coaches, but never have I feared teams more than those coached by Marsh. His record at the National Conventions of Pi Kappa Delta, which you may read on another page of this issue, show him standing at the top while at Morningside and especially after joining the staff at U. C. L. A.

Marsh had a unique system of try-outs which he wrote up one time for the Forensic. Much of his success was due to careful preparation, but most I think to his selection of material, both human and argumentative. He not only knew the value of arguments, he was an especially keen judge of the capabilities of his students. He could make more out of the most ordinary material than any other coach I have ever met. The only time he ever came near failure in judging his human material is the time he almost left Miss Dorothy Thomas at home on the trip to the Peoria Pi Kappa Delta Convention. She won the girls oratory and he did not think she was quite good enough to turn the trick. And did she have fun twitting him about it! He never made that mistake again. He always gave his promising students the benefit of the doubt, and they usually won for him, as a glance at the records show.

Marsh was a man of broad interests but he never talked about his accomplishments. It was years after I first met him, before I knew anything of his record in play production, or that he was the author of a very popular one act religious drama.

The home life of the Marshs' was a pleasant one, and Marsh had the pleasure of having his son Henry, on one of his best teams, and on his California trip. He was ill a great deal during his last year at UCLA, suffering greatly from sinus trouble. He was so greatly beloved by his Speech faculty there, however, that when he was unable to take his classes, the staff took care of them for him. Marsh will long be remembered in Pi Kappa Delta circles as one of the few men of the early days to whom that order owes most. He was a man of ideals and vision, and was always working for the most worthwhile things. He inspired confidence and trust and always had the respect of his opponents, and no one ever begrudged him his victories. In his day he was, beyond doubt, the peer of any debate coach in any American college, but he was more than a coach, he was a great teacher and a most lovable man.